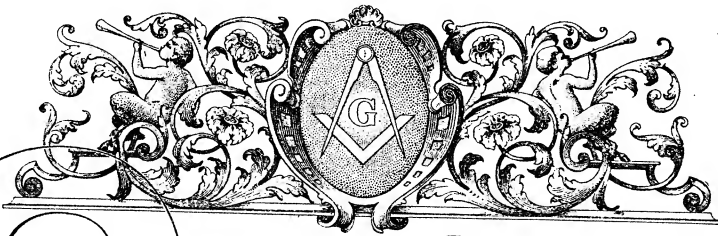


THE PENMAN'S ART JOURNAL

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AMES & ROLLINSON CO., PUBLISHERS.

NEW YORK, JUNE, 1898.

VOLUME 22. NUMBER 6.



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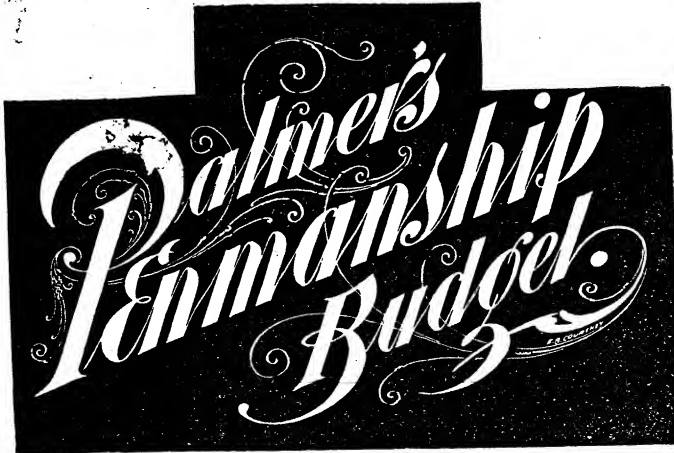
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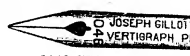
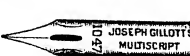
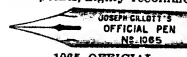
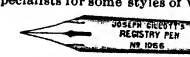
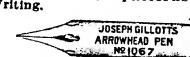
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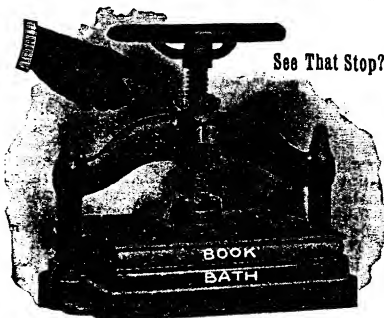
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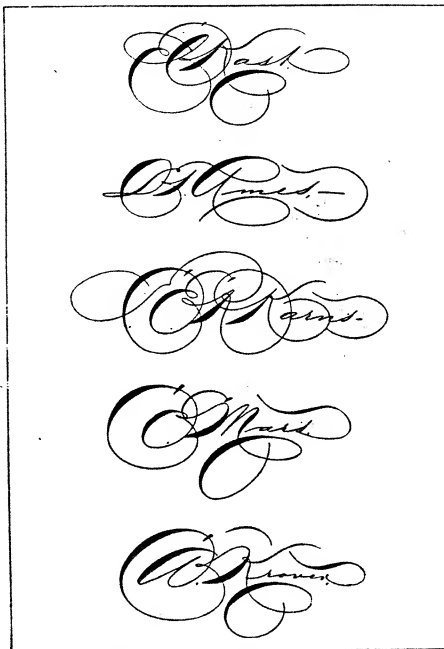
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Penman's Art Journal.

A Monthly Journal of Penmanship and Practical Education.

D. T. AMES, FOUNDER AND CONTRIBUTOR.

NEW YORK, JUNE, 1898.

WILLIAM J. KINSLEY, EDITOR.

Comment by the Way.

The Western Penman editor has been losing sleep, and we fear turning gray (perhaps green) over *THE JOURNAL'S* "300 Graded Copies in Rapid Business Writing." In a leading, full-page editorial in the May number Brother Palmer tells how he keeps his "eye upon the march of progress in teaching business writing." That's true. Judging by the record of *The Western Penman* for several years past it has kept its "eye upon the march of progress in teaching business writing" as exemplified in *THE JOURNAL*—and not only on business writing but upon other branches of the work covered by *THE JOURNAL* as well. But as Brother Palmer's hind sight seems to be better than his foresight we would suggest that he supply his "eye" with a pair of strong field glasses, so that he can see the "march of progress" before it gets out of sight. As it stands now about the only work the "eye" has to do is to examine the footprints in the sand to determine what direction the advance guard has taken. Then the "eye" winks at *The Western Penman*, and *The W. P.* falls in, thinking it is right up with the procession—but, of course, *THE JOURNAL* is away ahead by this time.

The Western Penman doesn't believe that graded copies without full instructions are good except as auxiliaries. It evidently didn't believe in "auxiliary" copies even until they appeared in December, 1897, number of *THE JOURNAL*. In the January, 1898, number of *THE JOURNAL* we printed the following: "It Sets the Pace. In the course of an enthusiastic letter touching our new writing instruction feature a friend sounds the warning: 'Now just watch them tumble over themselves to follow your lead in "300 Graded Pen Copies."' Well, let them. There is a good deal of fun in doing these things first. *THE JOURNAL* has cut out the pace for many years, and means to keep it up. By the time its esteemed contemporaries get on to its curves in one particular and arrive at a certain point, *THE JOURNAL* is away up in front." Our friend was a prophet. In the December, 1897, number and preceding numbers of *The Western Penman* there were no graded pen copies or auxiliary copies—nor were the words "graded" and "auxiliary" ever used in any such connection. But the November, 1897, number of *THE JOURNAL* evidently set Brother Palmer's "eye" to blinking, while the December, 1897, number enabled "the eye" to see "footprints in the sand," for in the January, 1898, number of *The Western Penman* there were a few "auxiliary" (note the word) copies. In the February, 1898, number of *The W. P.* were two pages of "Auxiliary Copies" (save the mark!). These auxiliary graded copies became so important as the months rolled around that they were made the star feature of the May number of *The Penman*, a special announcement being made on the cover—and the place of honor given in the front part of the paper—although of what lessons and copies they are auxiliary or intend to supplement is not clear. In commenting on these copies the editor of *The W. P.* says: "The outlines are so clear that very lengthy instructions would be superfluous." Just so. *THE JOURNAL'S* idea of graded copies, with the maximum of copies, the minimum of instructions, is fully indorsed by the treatment of these auxiliary copies and the editorial statement in the May number of *The W. P.* *THE JOURNAL'S* plan is to present a carefully graded, systematized, unified course of lessons in business writing. The plan of *The W. P.*, if we may judge by the way it is being carried out, is to print a variety of copies (good enough in themselves), but prepared without anything definite in view, so that the work of each penman must stand by itself, separate and alone, since it doesn't dovetail or fit into the regular course of lessons running in *The W. P.*, or with any other auxiliary copies before or to follow. It is nothing more than an abortive attempt to copy *THE JOURNAL'S* "300 Graded Pen Copies." Finding that they cannot—because of the expense, labor and skill (we don't know whether conscience figures in it or not)—steal *THE JOURNAL'S* plan and make a success of it, in the May number *The W. P.* cries "sour grapes." Pages 37 and 48 should become reconciled with each other before picking a quarrel with *THE JOURNAL*. Page 37 says: "Very lengthy instructions would be superfluous;" Page 48 says: "Teachers do not object to specific instructions."

At the beginning of the "300 Graded Pen Copies" *THE JOURNAL* gave full instructions to learner and teacher as to the carrying out of the plan, and every month Mr. Kelchner has given what we call "Hints and Suggestions." The main course and auxiliary copies have been so arranged that they may be cut down, enlarged, transposed and otherwise changed to suit the individual teacher. In addition (but purposely separated from the copies) Mr. Kelchner and others have given instructions of benefit to home students.

The Western Penman has just discovered that it believes in full instructions, articles for teachers, etc. So does *THE JOURNAL*. We practice what we preach—we print the articles. In the October, 1897, number of *THE JOURNAL* we printed a black line diagram showing, comparatively, the number of illustrated and unillustrated articles on business writing that had appeared in both papers in the period of one year. The number of different contributors of illustrated articles on business writing represented in *THE JOURNAL* was shown by a line $4\frac{1}{2}$ inches long; *The Western Penman's* list was shown by a line $2\frac{1}{4}$ inches long. *THE JOURNAL'S* contributors of unillustrated articles on business writing (and it's this idea of using type matter that Brother Palmer is converted to now) was shown by a line $4\frac{1}{2}$ inches long; *The Western Penman* was represented by a line but slightly more than one-quarter of an inch long, or about one-eighteenth as much as *THE JOURNAL*. As *THE JOURNAL* has printed portraits, autographs and opinions of 364 prominent penmen and teachers indorsing the "300 Graded Pen Copies" plan, and has as many more up its sleeve, we don't think it necessary to reply to that part of *The W. P.* editorial referring to the "great many teachers not as well pleased with this plan as they thought they would be." Print their names or quit your habit of making general statements that you can't back up. As we have before remarked, *THE JOURNAL* sets the pace.

Packard's Fortieth Anniversary.

But to few individuals is given the opportunity of celebrating the fortieth anniversary of continuous service in any line of work, and this is particularly true of teaching, and more particularly true of a private school, which must look to the public for its support. On May 19th Mr. Packard celebrated the fortieth anniversary of Packard's Business College, in Carnegie Music Hall, this city, and the occasion called forth many congratulatory speeches from the noted men present and hundreds of letters of congratulation to Mr. Packard from men prominent in all walks of life. It must be gratifying for Mr. Packard to look back over these four decades of work and to see the enormous results accomplished by proper training for men and women for the highest places, not only in business life, but many of the learned professions and for places of honor and trust in the State and nation. It is extremely gratifying to business educators as well that the cause of business education is so ably represented in the metropolis, and gratifying, too, that in this day of fake schools a legitimate school should so long survive and flourish, and that its proprietor should be so honored on the completion of his fortieth year of work in the metropolis. All honor to the school which has accomplished so much for the cause of business education, and all honor to the man who has directed the work. He is an honor to the profession, and in turn the profession honors him. May he live to celebrate forty years more of work in the cause which he has so nobly represented.

Penmanship Department in N. E. A.

Elsewhere in this issue will be found a statement from Howard Champlin, embodying a petition to the Board of Directors of the National Educational Association of America for proper recognition of public school teachers of penmanship by the organization of a public school penmanship department of the National Educational Association. *THE JOURNAL* has long contended that the public schools do not give proper recognition to writing or to teachers of writing, and we think that the National Educational Association should organize such a department. If good results are to be obtained in the teaching of penmanship in public schools in the next few years, these results must come through the efforts of supervisors and special

teachers directing the grade teachers. The penmanship department would enable these supervisors and special teachers and such grade teachers as are especially interested in writing, to get together and discuss ways and means for teaching writing in our public schools. This department would be the means of attracting many teachers who now stay at home, and at the same time would add materially to the good the general Association accomplishes from year to year. By all means organize this department.

The First Move Against the Fake Schools.

At the monthly meeting of the New York Commercial Teachers' Association on May 7th, after an address on the New York State law regulating private schools by Melvil Dewey, Secretary of the State Board of Regents, a resolution was introduced and passed authorizing the President of the Association to appoint a committee of five to confer with the State Board of Regents as to ways and means of regulating, supervising and governing business colleges. At last *THE JOURNAL'S* efforts for the adoption of some practical method of running the fakirs out of the business are to bear fruit. While this committee will go no further than to take the matter up with the State Board of Regents and arrive at some definite line of action and then report to the Association for authority for further proceeding, there can be but little doubt from the almost unanimous expression of those present at the meeting that the Association will authorize vigorous steps to be taken in conjunction with the State Board of Regents to so protect the work of business colleges that swindlers and incompetents will no longer be allowed to conduct an institution in New York State.

It is not the desire of the Association or State Board of Regents to interfere with any schools, whether they be large or small, old or new, that are conducted in a proper manner. The sole object of this movement is to hit at the fake schools, and there cannot be much doubt when the question arises as to the identity of the fakirs.

The Eastern Commercial Teachers' Association has already made the first movement in the same direction, and no doubt the Commercial Teachers' Federation, which meets at Chicago, will take up the same work, and this together with the work being done in Canada by Canadian Business Educators' Association and by the Association on the Pacific Coast, should make it so disagreeable for the charlatans in the commercial teaching field that they will decide to change their occupation. *THE JOURNAL* is more than gratified by this endorsement of its stand on the fake school question. The end is in sight, and the days of the fakirs are already numbered.

Commercial Teachers in the Army.

From reports received from commercial schools in various parts of the country it is evident that they have done their share in furnishing, from faculty and students, enlisted men and officers for the United States volunteer army in the present crisis. While a few schools report that the war has hurt business, the majority state that their attendance has not diminished in the least.

Bishop Potter at Packard Commencement.

"I predict that in less than fifty years every university in the country will have a business department where students can be instructed in the methods of business life."

Blackboards Should Be White.

The color of the school exercise boards is a matter of great importance, but has been strangely neglected, says the *Pharmaceutical Era*. From time immemorial it has been a matter of common knowledge, even among uneducated people, that black is the worst of colors for the eyes. Every seamstress knows how much more trying to the eyes black goods are than those of any other color, particularly in a poor light. The best color for the school exercise board, according to the *Era*, from a hygienic point of view, is some shade of cream white, a dead surface of soft, mellow tint, varied in its degree of whiteness to suit the quantity and quality of the light afforded. The crayons for these boards should be of sky-blue color for ordinary work, while for occasional work a canary orange and a clear dark green might be used.

Three Hundred Graded Pen Copies in Rapid Business Writing.

TO THE TEACHER.—These copies, written with a strong free movement, are photo-engraved in exactly the same size and represent actual pen work as near as it is possible to do from any plate. They are not made to look pretty; they are meant **TO BE OF USE**. They will fit into and supplement your work without conflicting at any point. **PROVIDING** you believe in and teach plain rapid business writing. The Copies may be cut from the paper and used just as any other copy slips, printed or written, are used. In this way they may be preserved indefinitely.

Read every word of explanation relating to this course of instruction on page 221 of Dec. JOURNAL, with which number the instruction begins. Remember that in this course the Copies do the main part of OUR talking. If YOU consider it advisable to give additional instruction to your students in connection with the Copies, the door is wide open. In any event you can make the course much more valuable to them by your advice and direction. (See Mr. Kelchner's hints on page 109.) Read Prize Contest Announcement on page 65, April number.

Have all subs. begin with December, 1897.

Lesson No. 30.

182
L L L L L L L L L L L L L L L

183
Laining Laining Laining Laining

184
Gain a little in your work each day.

185
L L L L L L L L L L L L L L L

186
L L L L L L L L L L L L L L L

187
Learn to write well. Learn to write well.

188
Learn to write a good business style

189
S. G. Lanning. S. G. Lanning. S. G. Lanning.

Lesson No. 31.

190
N N N N N N N N N N N N N N N

191
N N N N N N N N N N N N N N N

192
H H H H H H H H H H H H H H H

193
H. H. Haynes. H. H. Haynes. H. H. Haynes.

194
He that swims in sin must sink in sorrow.

Lesson No. 32.

195
K K K K K K K K K K K K K K K

196
Kindness Kindness Kindness Kindness

197. K K K K K K K K K K K K K K K

198. K.K. Kramer K.K. Kramer K.K. Kramer

199. Knowledge is the treasure of the mind.

200. Mr W.J. Kinsley. Mr. W. J. Kinsley, New York

Lesson No. 33.

201. O O O O O O O O O O O O O O O

202. P P P P P P P P P P P P P P P

203. P P P P P P P P P P P P P P P

204. Penmanship Penmanship Penmanship

205. Pen and paper. Pen pencil and paper.

206. P.P. Prince. P.P. Prince P.P. Prince. P.P. Prince

207. Put your best efforts into your writing.

Lesson No. 34.

208. B B B B B B B B B B B B B B B

209. B B B B B B B B B B B B B B B

210. Business Business Business Business

211. Brownson & Birmingham, Brooklyn, N.Y.

212. B.B. Bennett. B.B. Bennett. B.B. Bennett.

213. Business penmanship should be plain.

Anent Fake Schools.

It is extremely gratifying to THE JOURNAL to find its fight against fake schools being so ably seconded by such a large number of reputable business schools all over the country. Many schools are taking it up in their college journals, firing broadsides. With united effort on the part of all who have the welfare of commercial education at heart, the fakirs will be compelled to leave the business. In the *Baldwin Advocate of Business Education*, published by the Baldwin School of Business, Lockport, N. Y., there is a two-column article on fake schools, in which THE JOURNAL'S position is warmly commended.

C. T. Miller, Prin. and Prop. of the New Jersey B. C., Newark, N. J., under date of May 18, writes as follows: "I am in receipt of the last number of THE PENMAN'S ART JOURNAL and find it very interesting, especially your article in reply to our mutual friend, Mr. S. S. Packard. I am pleased to say that I agree with you absolutely in your estimate of fake schools. It is self-evident that excrescences of any character whatever are prone to grow, and without the use of the surgeon's knife will endanger the life of the subject. This is a truism in educational methods equally with nature. Your argument has been experienced in practical form somewhat modified in this community by schools of every character, for all have felt the influence of the fake methods in that they have antagonized legitimate work. I want to give you my cordial approbation on the decided stand you have taken in the matter and the convincing form in which you have placed the argument."

C. E. Williams, Prin. Attleboro, Mass., B. U., writes: "I think that a supervision of business colleges with the sole object of creating a standard for business teachers, irrespective of the size or wealth of the school, by thorough going business educators whose honor would stand for public confidence, would be a good thing, but to have supervisors who are ignorant, or even who have a smattering of a business education, would do an irreparable injury, as business schools must be governed by their friends and not by their enemies. How to attain this desirable end, thereby making it impossible for school fakirs and educational mountebanks to exist, should be the aim of all reputable schools. I would suggest that we as a body of business educators delegate an even dozen business teachers, to be confirmed by the executives of each State, and they to have authority to award certificates to thoroughly qualified teachers, and have a standard so high that it would be an honor to possess a certificate. Then the public could be quickly and easily educated to discern the genuine from the fake."

Business Schools Closed.

Pennsylvania (formerly Wood's) Business College, on the third floor of Porter's Block, to day ceased to exist. Prof. Wales, the principal, left Easton a few days ago, leaving one of the instructors, named Kibler, in charge. He said he would return soon with money to keep the institution afloat, but he did not return, and now many of the creditors are out of pocket. The school had only forty pupils of late.—*Easton, Pa., Free Press.*

There was considerable consternation among the students of the Warren B. C. Friday afternoon, when it was reported that Prof. A. C. Parsons, prin. of the school, had during Thursday night departed without leaving his address or saying good-bye. Last October Prof. Parsons came to Warren from Portsmouth. Being affable and a hustler, he built up a good school. He recently started a school in Ravenna. It is claimed that before leaving he collected considerable advance tuition from the students. He took with him nearly everything of value, and leaving behind property valued at less than \$25. Creditors of Mr. Parsons have claims, one amounting to \$300 for rent, one for \$45 due a teacher, \$35 due the solicitor and other debts aggregating over \$100. The cause of his departure is not known, but it is thought to be on account of financial difficulties. The students are much put out, especially those who had paid for their course of tuition. The loss comes pretty hard on some of the students, who could ill afford to lose the money. Will Sidels, who has been in charge of the Ravenna School, came home last night and then first learned of the disappearance of Prof. Parsons. Mr. Sidels returned to Ravenna this morning, and says he will at once close up the school and attach the furniture for wages.—*Warren, O., Daily Chronicle.*

THE EDITOR'S SCRAP BOOK.

— Some splendidly executed ornamental writing and cards have come from J. F. Siple, Penman, Bartlett's C. C., Cincinnati, O.

— Wickham Ames, Hackensack, N. J., is a good writer, as is shown by some late specimens received from him.

— That J. E. Thornton, Carrollton, Ga., has not lost his nerve is shown by some handsome writing that has just lately come to hand.

— A package of splendidly written cards and some ornamental writing that is all have been received from H. O. Keesling, Warburg Acad., Waverly, Ia.

— T. J. Hoover, Carlisle, Ill., puts swing into his work.

— A. J. Brown, Zanesville, Ohio, sends a letter in a graceful professional style.

— E. J. Planter, Bellows Falls, Vt., is improving in his work, as is shown by some gracefully written cards.

— THE JOURNAL has had occasion before to compliment the work of J. E. Leamy of Rutland, Vt., pupil of L. J. Egleston. Some plain and ornamental writing recently received from him show great strides, and all Mr. Leamy has to do to get to the top is to study and practice. He is but eighteen years of age, but turns out work that would be creditable to many professionals who have been that long in the ranks.

— Samples of plain and ornamental writing from T. S. Overby, student of L. M. Keitchner, of Dixon, place him so far as skill is concerned, in the professional ranks now. The work shows a good eye, steady hand and excellent taste. Mr. Overby is one of the coming leaders.

— That old standby, I. S. Preston, who is now located in Brooklyn, sends some ornamental and business writing and flourishing that show he is improving rather than retrograding.

— L. G. Wilson, Apollo, Pa., sends a variety of plain and ornamental writing, movement exercises, etc., all good.

— Some bird drawings have been received from Chas. A. MacCarthy, Intermountain B. C., Ogden, Utah.

— The Rockland, Maine, *Opinion* has a very complimentary notice of a pen and ink copy of Landseer's famous picture, "The Monarch of the Glen," by E. L. Brown, which is on exhibition in a store window in Rockland. The *Opinion* says: "Mr. Brown is one of the cleverest pen and ink artists in the country and this picture is perhaps his best."

— G. W. Hess, Drawer T., Ottawa, Ill., has favored THE JOURNAL with the largest and finest piece of automatic pen work that has come to this office in many a moon. It is the Lord's Prayer and the design is well balanced, and lettering accurate and graceful, and the color effects while striking are decidedly harmonious. In fact, the entire design is rendered so fine and the average person would think it beyond the ken of any living person to execute with the pen. We don't know whether Bro. Hess sells copies of this design or not, but if he does every JOURNAL reader interested in automatic pen work should have one.

— I. F. Mountz, President Carlisle, Pa., C. C., sends THE JOURNAL a few movement exercises with copies in the style of the "300 Graded Pen Copies" now running in THE JOURNAL and comments as follows: "I use your '300' every day in my class, and the students think they are fine." The work sent by Mr. Mountz is model business writing, and fortunate indeed are the pupils who have an opportunity of acquiring such a hand.

— C. S. Quayle, Rock Island, Ill., judging by the style is a disciple of A. D. Taylor, and JOURNAL readers know what that means. Mr. Quayle's penmanship is a variety of business and ornamental writing, all of it of supreme quality. Mr. Quayle needs but little more practice to put him in the top group.

— J. O. Wise of Akron, O., sends a splendid specimen of shaded base writing.

— W. A. Orr, Greenville, Ill., submits some business and ornamental writing—all excellent. Mr. Orr will remain with Greenville College at an advanced salary for another year.

— The Art Penmanship Co., Cleveland, O. forwards some more specimens of exquisitely colored, well handled automatic pen executed flowers. It is hard to believe that these were made with the pen. This concern has artists who are adepts in this class of automatic pen work.

— That J. W. Hazlett, Farmer's National Bank, Mulberry, Ind., hasn't lost his grip is shown by splendid set of business capitals from his pen executed in thirty seconds.

— N. C. Brewster, Elmira, N. Y., favors THE JOURNAL with a photograph of a set of resolutions that gives evidence of considerable technical skill. Mr. Brewster does considerable of this class of work.

Students' Specimens.

— C. D. Clarkson, teacher in New Jersey B. C., Newark, sends THE JOURNAL a bundle of examples of lettering made by students in his department. A dozen or more styles of lettering are shown and each specimen gives evidence of good conception and skilled hand. Among those sending the best work are H. S. Armstrong, H. Jones, E. M. Davenport, J. D. Braulick, D. B. Beatty, N. S. Batty, N. Nixon, Lelia Huff, man, L. Eddy, G. E. Bond, W. M. Schmidt, Chas. O. Grady, L. Reinhardt, C. W. Hodson.

— J. C. Olson, penman, Stanberry, Mo., Normal School, sends some business writing of a number of his pupils that stamps Mr. Olson's teaching with success. The work embraces solid pages of figures and body writing and does credit alike to student and teacher. Among those sending the best work are J. A. Crockett, Maggie Hunsicker, W. L. Anderson, Fannie Jones, Chas. A. Willis, Oliver Morrison, Maggie Kyger, I. V. Riley.

— From Willis Harnden, a pupil of A. W. Dakin, Dakin's B. C., Syracuse, N. Y., we have received specimens showing improvement made in four months. This improvement has been most marked and is certainly encouraging to student and teacher. Mr. Dakin is doing good work if this is a sample of it.

— From F. Chabot, teacher of penmanship, College de Sainte Anne, P. Q., Canada, we have received a package of specimens of students' business writing. This writing is first class business writing in every particular, and it shows that the teacher understands the highest standard of good writers are H. Laberge, Emile Gourdeau, Wilfrid Couther, Louis Dion, Eugene Sirors, Phuelien Jean, Albert Gagne, Benjamin Dionne.

— THE JOURNAL'S editor was called upon to pass on some specimens of writing of the students of Anos W. Smith, Buffalo Commercial School, 43 Chapin Block, Buffalo, N. Y., recently. The greatest improvement was made by Geo. Kuhn, the second, by Kathryn C. Smith, the third by Arthur A. Evans. All of the work showed great improvement and is evidence of good teaching. Mr. Smith as well as the three young people are to be congratulated upon the result.

— J. H. Biser, Penman Richmond, Ind., B. C. is doing good work, and the specimens of students' writing he forwards to THE JOURNAL are conclusive evidence of this. The writing is coarse pen business writing, and is as plain as print. A large number of students are represented.

Public School Work.

— Miss Jennie P. Willis, Supervisor of Penmanship, Winona, Minn., Public Schools, favors THE JOURNAL with some examples of eighth grade pupil's work, 200 words being dictated and written in nine minutes. The work is all good,

some excellent and some very fine considering the fact that it was dictated and written at a good speed. The best work is by the following: Lillian De Guire, Harriet Miller, Clara Soeding, Elfrida Sommer, Maud Burk, Mollie Ince, Ferdina Robb, Mathilda Karow, Grace Soper, Evelyn Hogan, Ella Barts, Mabel Fowler, Meta Harders, Lydia Fischer, Frances Milnowski, Mary Kasimor. In the letter accompanying these specimens Miss Willis writes: "In your April issue is a test of so many words to be written in two and three minutes. I like the way given by Mr. Houston very much. I think fifty words written well in two minutes is good work. I enclose some work from one of my eighth grade rooms where 200 words were written in nine minutes—dictated work. Pupils have been writing the vertical just one year and two months."

— L. D. Scott, Supervisor of Penmanship, Public Schools, Memphis, Tenn., has given us a chance to examine work from several grades from the first to the high school. The work is so uniformly good that it is difficult to pick out that which is best, but at the risk of hurting somebody's feelings we will pick out the best work in the higher grades. The best writer we think is A. J. Taylor, and he has command of a movement of a dash and swing that if curved and directed along the lines that Mr. Scott follows, should make him a fine penman. E. J. Tolson, L. H. Estes, and Madge Ingrassia are all fine writers, but to Miss Ida Robinson, of the mature age of eleven, must be given the palm for the best business writing, age considered. She deserves some reward, and Memphis should be proud of her. It is rare to find one so young with such a mastery of movement and form in writing.

— E. D. Snow, Prin. Com'l Dept., High School, Rutland, Vt., sends specimen from 22 of his pupils and says that every one in the class but one is represented. While there is a little variation in slant the majority write nearer vertical than anything else. Mr. Snow says that there is but little difference in the rapidity between the vertical and the slant writing of these pupils. So uniform is this work that if the same pen had been used by the 22 students and each one had written a line on a page, it would have been difficult to have told whether the page was written by one or more students. Every letter is perfectly plain, the spacing is excellent, and it doesn't need an expert to show that the speed and movement were used throughout. This work proves to us that Mr. Snow practices what he preaches and is able to make first-class business writers. The average age of these pupils is 16 and from the fact that they have already mastered a business hand that will stick to them throughout life, it should encourage the public schools to teach business writing.

EDITOR'S CALENDAR.

MACK'S COMPENDIUM OF ARTISTIC WRITING AND CARD WRITING. By J. B. Mack. Published by J. B. Mack, Concord, N. H. 24 plates 3½ x 6. Price, 50 cents.

This compendium of Mr. Mack's has the advantage of being photo-engraved direct from pen copy—except a page of autographs, the majority of which were photo-engraved directly from THE JOURNAL, and this, too, without permission. In addition to the work of Mr. Mack Messrs. Canan, Bartow, Crane, Tamblin and others are represented. All the work is graceful, dasy and should be inspiring to amateur penmen.

UNIVERSITY REVIEW SYSTEM OF VERTICAL PENMANSHIP. Ten numbers. Published by University Publishing Company, New York, New Orleans and Boston.

The style of writing adopted is practically the slant system slightly simplified and straightened up. The line is made heavier than in the slant, and the work has a very practical look throughout. On the covers of the various books are alphabets, charts, movement exercises, etc. As the books progress the size of the writing is reduced until it nearly reaches the business size. The style of script combines continuity, which should make easy and fairly speedy writing, and it is extremely legible as well.

Wanted, Information.

EDITOR PENMAN'S ART JOURNAL:

SIR,—Why is it that the managers of the Commercial end of the National Teachers' Association don't wake up and do something?

Why is it that notices of the coming meeting have been confined to a few small periodicals, most of which are never seen outside of their own States?

Why is it a little common sense and some hustle is apparently an unknown quantity in the management of our department in the coming Convention?

Why is it that even personal letters asking for information receive little or no attention?

Does the management expect us at Washington?

Does it really want a Convention?

There are not four teachers in New England who even know where headquarters will be, or the rates of transportation, or entertainment, and yet we are expected to be present and listen, I suppose, to the usual oratorical cyclone, and come home and spend a week kicking ourselves because we attended.

Is it any wonder the Commercial Department of these National Conventions has always been a farce?

Come now, brethren, wake up; tell us what you are going to do and then get up steam enough to do it. This sort of high horse dignity has almost reached the stopping place.

Why don't you give a full page notice in a paper that is read?

Why don't you bring out your light and let it shine, so we may all be guided to the Mecca? It does not require a prophet of more than average ability to prognosticate the future of the Commercial Department of the National Educational Convention, unless a little more common sense is used in its management.

WILLIAM J. AMOS.

Merrill Bus. Coll., Stamford, Conn.

Auxiliary Exercises in Connection with "300 Graded Pen Copies."

These copies are to be used under direction of the teacher, and in connection with the "300 Graded Pen Copies"—if the teacher thinks it advisable to use additional copies.

These copies are by: N2—W. P. McIntosh, Haverhill, Mass., B. C.; O2, P2, T2, V2—L. M. Thornburgh, Paterson, N. J., High School; Q2—J. F. Barnhart, Burdett B. C., Boston, Mass.; R2—R. W. Ballentine, Wellsboro, Pa., B. C.; S2 and U2—C. C. Lister, Sadler's B. & S. B. C., Baltimore, Md.

Handwriting practice rows for letters N, O, P, Q, R, S, T, U, V. Each row includes a letter followed by several examples of the letter written in cursive, and a sentence using the letter.

To All Special Teachers of Penmanship in the Public Schools of the United States.

FELLOW TEACHERS: The following petition, drawn by me and signed by thirty-four (34) prominent educators, including United States Commissioner of Education W. T. Harris, will be acted upon by the Board of Directors of the N. E. A. of A., at the Washington, D. C., meeting July 7-12.

Will you join us? If so, I shall be at the Academy of Music, Ninth and D Streets, July 7-12, with the following application for your signature. We organize July 12 at 10 A. M., at Music Hall.

"To the Board of Directors of the National Educators' Association of America:

"GENTLEMEN: We, the undersigned, Special Teachers of Penmanship in the Public Schools of the United States, being active members of the N. E. A. of A., and feeling that we have not had proper representation in any of the existing sections of your body, do respectfully petition that a department, to be known as the Public School Penmanship Department, be created for our exclusive use.

"Respectfully submitted.

"Signed by HOWARD CHAMPLIN,

"Supt. Writing Pub. Schools, Cincinnati, Ohio, and thirty-three (33) others, "May 20, 1898."

THE JOURNAL predicted that the commercial and normal schools of the country would not be found lacking in practical patriotism when the time came.



W. C. STEVENSON.

We learn that W. C. Stevenson, principal of the commercial and penmanship departments of the State Normal School, Emporia, Kansas, has been elected Colonel of a regiment of Kansas volunteers and has gone to the front with his command. Col. Stevenson has taken an active interest in military affairs for some years and has been commandant of Normal School battalion. Another commercial teacher who has gone to the front in a double sense is W. H. Whigham of Powers' Metropolitan Business College, Chicago. Captain (that's his title now) Whigham heads one of Chicago's crack companies. THE JOURNAL wishes both of "our" boys success and safe return.



W. H. WHIGHAM

One cannot too sedulously look after the small courtesies in one's conduct, and, if one be charged with the management of a household, in the accustomed ways of the family. Habits count for everything here, and example is better than precept.—Margaret E. Sangster.

Mr. Kelchner's Hints and Suggestions.

Lesson 29.—Copies 177, 178, 179, 180 and 181.

Copy No. 177.

In making this letter try to get the crossing for the loop to come at half its height. Curve the down stroke as much as you can with a good free movement. Avoid slanting the first stroke too much.

Copy No. 179.

Three letters in a group. Notice how near the connective line comes to the base line. Don't make such close spacing that the letters will lap. Use a good movement. Remember always to write a page of each copy before you change. Study height, slant and spacing in all your work.

Lesson 30.—Copies 182, 183, 184, 185, 186, 187, 188 and 189.

Copy No. 182.

The up stroke and loop are made the same as for the capital "S." See to it that the up stroke for the loop and the down stroke for the stem correspond in slant. Form an angle at left and have the last stroke to drop below the turn for the loop. Make it entirely with the arm movement.

Copy 185.

Start at half the height of the letter. Form turn at bottom. Try to get a long and narrow loop at base line.

Copy 186.

Notice how the first stroke is curved. Make a wide turn at top. Rotary movement is the principal motion for the capitals. Make the hand glide to the right in writing the words, etc.

Lesson 31.—Copies 190, 191, 192, 193 and 194.

Copy 190.

Up and down is the principal movement. Pause at bottom on down stroke so as to form dot. See that the down strokes correspond in slant, and avoid making too wide spacing. The last part of this letter should always extend above the first part, no matter what style you make. Use the style that you can make the best and easiest.

Copy 192.

Don't raise the pen in making this letter. Notice the loops and spacing between down strokes. Don't use more than a line in writing the sentence. Uni form slant and spacing.

Lesson 32.—Copies 195, 196, 197, 198, 199 and 200.

Copy 195.

The first part is made the same as first part of capital H. Start with a left curve for last part of "K" at top. See to it that the little loop laps around the first down stroke. Don't use any finger movement.

Copy 197.

Notice how the first part is made; the last part is made the same as style above. Keep same number of letters on a line. See how neat you can make a page of this letter. Thoroughly master the two exercises in this copy and you will experience very little, if any, trouble in making the capitals in this lesson. Use the style capital that you can make the best. Keep the same number on a line as copy. Always a page before you change.

Lesson 33.—Copies 201, 202, 203, 204, 205, 206 and 207.

Copy No. 201.—Indirect oval. Retrace each oval eight times. Use a good free rotary movement. Thoroughly master the two exercises in this copy and you will experience very little, if any, trouble in making the capitals in this lesson. Use the style capital that you can make the best. Keep the same number on a line as copy. Always a page before you change.

Lesson 34.—Copies 208, 209, 210, 211, 212 and 213.

I have given you two styles for the B; either style makes a good letter.

Rotary movement is the principal movement. Make nice and round turns and keep the turns at top as wide as you make the turns at base line. Same number of capitals on a line as copy. In writing words go direct from capitals to small letters without raising the pen. Make as wide spacing as copy.

D. M. Kelchner.

Dixon, Ill.

Business Educators' Association of Canada. Second Annual Meeting, to be held in Toronto on the 12th and 13th of July, 1898.

Tuesday, 12.

- 10.00 Convention opens.
10.15-10.30 Address by the President, C. R. McCullough, Hamilton, Ont.
10.40-12.30 Ten-minute papers by members of the Examining Board, followed by a general discussion.
12.30-2.00 Recess.
2.00-2.30 "Advertising," by W. H. Sadler, Baltimore, Maryland.
2.30-3.30 General discussion on advertising.
3.30-6.00 General business and election of Board of Examiners.

Wednesday, 13.

- 9.00-9.30 Reports of Committees.
9.30-10.00 "Debentures," by A. E. Galbraith, Chatham, Ont. Discussion.
10.00-10.30 "Auditing," by C. A. Fleming, Owen Sound, Ont. Discussion.
10.30-12.00 General Business.
12.00-2.00 Recess.
2.00-2.30 "Private Bookkeeping for Business College Principals," by D. McLachlan, Chatham, Ont. Discussion.
2.30-6.00 Election of Officers and selection of next place of meeting.

Penman's Art Journal

A Monthly Journal of Penmanship, Calligraphy, and Practical Education

ESTABLISHED 1877 BY DANIEL T. AMES.

WILLIAM J. KINSLEY, Editor.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 102 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

THE JOURNAL is published in two editions:
THE PENMAN'S ART JOURNAL, 20 pages, subscription price 50 cents a year, 5 cents a number.

THE PENMAN'S ART JOURNAL, NEWS EDITION, 24 pages, subscription price \$1 a year, 10 cents a number.
Both editions are identical except that there are four added pages of News and Miscellany in the News Edition. All advertisements appear in both editions, also all instruction features, except that the Public School Dept. and everything pertaining to Vertical Writing are in the News Edition only.

Clubbing Rates.

REGULAR EDITION.—3 subs. \$1.50 to 10 subs. 30c. each, 12 subs. or more, sent at one time, 25c. each.
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This paragraph marked means that your subscription has expired and you will get no more Journals until you subscribe again.

Professional or Permanent List.

THE JOURNAL'S Professional List includes only those who subscribe for the News Edition at \$1 a year (no club subs.). To these the paper is sent until ordered discontinued. Notice that another year is due is given by marking the little italic paragraph below. All subs. are payable strictly in advance, and prompt remittance is requested, as the sending of a bill or writing a letter means an expense of from five to ten per cent of the small amount involved. It is a matter of peculiar gratification to THE JOURNAL that its Professional or Permanent List has contained for years the names of a large number of commercial and professional men, proprietors and teachers, most of whom send clubs of their pupils at a reduced rate. This shows that there are not lacking in our profession discriminating men and women who appreciate the importance of maintaining a high-grade representative paper that appeals to intelligent people, works for the upbuilding of the profession and gives "The Best and Most of It," regardless of cost.

This paragraph marked means that your name is entered on our Professional List (News Edition) and that another year is due (\$1). No subs. taken at less than \$1 are entered on this list. Prompt remittance is requested.

EVERYBODY!!

Please notice the address on your addresser and see if it is just right. If not, drop us a postal at once with proper correction. This applies especially to new subscribers. We are very careful, but don't pretend to be infallible. Don't bother the agent. He can't help you without writing us, and it will save time and trouble for you to write us direct.

Our subscription lists are now entered by States. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we afford to enter into correspondence over the matter.

We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

Price of The Journal in Quantities.

A number of friends have inquired the price of extra JOURNALS for scrap-book purposes. The price of a single number is 5 cents. Six copies mailed in one package will be sent for 25 cents; twelve copies, 40 cents; twenty-five copies, 75 cents; one hundred copies, \$2.50. These figures are for the Regular Edition, which contains practically all of the specimens. Extra copies of the News Edition cost just twice as much.

Where a number are in the same school it would be well to club together and order a quantity, in this way getting the reduced rates. When six or more papers are ordered they can be rolled, thus avoiding creases. Twenty-five or more may be sent flat, which is better still. It must be distinctly understood that we reserve the option to decline all orders for single copies when the edition gets low.

Advertising Rates.

Thirty cents per nonparell line, \$2.50 per linc, each insertion. Discounts for term and space. Special estimates furnished on application. No advertisement taken for less than \$2.

Notice is hereby given that The Journal's advertising rates will soon be revised in accordance with the growth in circulation since the present schedule went into effect.



Notwithstanding the system and care exercised in the subscription department of THE JOURNAL many copies miscarry every year, as would naturally be expected in the handling of 24,000 papers. If subscribers who have not received current numbers by the first of the following month would drop a postal card direct to THE JOURNAL the matter would be looked into and the missing numbers duplicated. This is far better than to bother the agent and much better than to wait three or four, and, as sometimes happens, six months before making complaint and then ask that back numbers be sent. If there is any mistake it can be remedied at the end of the first month, and this is much better than to wait longer and find that some of the back numbers are out of stock. THE JOURNAL subscriptions are entered by States, the towns arranged alphabetically and the names of subscribers arranged alphabetically in each town. The card index system is used—a card being devoted to each subscription. Great care is exercised in transferring the names from the original list to the cards, addressing the wrappers and mailing the papers each month. But in spite of all this system and care papers will be lost through mistakes in the mail and occasional errors on the part of JOURNAL clerks. Out of a hundred complaints we usually find that ninety-nine times the mistake is some place outside THE JOURNAL office. For the benefit of those who have not received the paper regularly recently we wish to say that THE JOURNAL is more anxious than any one to see that the paper is mailed methodically, and if complaint is necessary don't write as if it were thought that the paper was held back for the sake of the saving it would be to the business management. A full number of papers is printed every month and we desire that they reach our subscribers.

For the benefit of city subscribers we will say that we have made arrangements with a new delivery company and hope to obviate the necessity of complaints that have been numerous under the old system. Probably many of our New York subscribers do not know of the disarming made by the United States postal laws against monthly periodicals in the city of publication. We are required to pay 2 cents for

Never to the bow that bends
Comes the arrow that it sends;
Never comes the chance that passed;
That one moment was its last.

A FEW OFF-HAND STROKES BY THAT MASTER PENMAN, H. W. FLICKINGER, PHILADELPHIA.

each paper mailed to New York subscribers, making the postage bill for one year amount to 24 cents. For papers mailed to Brooklyn, Jersey City or the furthest point in Alaska the postage rate is 1 cent a pound thus making the rate of about a sixth of a cent per copy, or one-twelfth the rate charged in New York City. At the low subscription rate for clubs THE JOURNAL has been obliged to have New York papers delivered by private carrier system, and the concern which has been doing this work in the past has not given satisfaction. We have now placed the matter in the hands of another delivery company which guarantees prompt and safe delivery of papers.

In justice to the advertiser who announced a school for sale over the non de guerre of "Rare Opportunity," and in justice to THE JOURNAL as well, we desire to say that but one insertion of the advertisement was necessary, as this sold the school promptly. Through mistake the advertisement was continued for two months longer. Any one with a genuine bargain in the shape of school or school furniture, or anything in this line, for sale, has but to make his wants known through THE JOURNAL'S advertising columns to obtain customers.

No doubt many of our readers receive applications from attorneys to act as handwriting experts or to give addresses of competent experts in this line. Many times teachers of penmanship are called upon and do not care to serve either as examiners or witnesses in court. Sometimes when they take important cases they wish to be reinforced. To all who desire to turn over local cases to outside experts or who need reinforcement on important cases, we desire to call attention to the card of Ames & Kinsley, of THE JOURNAL, found in our advertising columns.

L. L. Williams, of the well known school book publishing firm of Williams & Rogers, Rochester, N. Y., paid THE JOURNAL office a pleasant call recently. He reports business as good and the outlook favorable for a better attendance in the commercial schools for the coming school year than for a few seasons past. Mr. Williams states that the Williams & Rogers' publications are selling well and that their newer ones are being adopted rapidly.

The Goodyear Publishing Co., 334 Dearborn St., Chicago, expect to have from the press in the early part of June a new work entitled "Sixty Lessons in Business," by S. H. Good-

year. The work is particularly well adapted for initiatory work, night classes, and forms a splendid short course. The publishers have decided to offer a copy, with samples of the business outfit, free of expense to any commercial teacher who requests the same for examination with a view of introduction on the condition that if not introduced he will return the samples postpaid or keep them at the wholesale price.

The Phonographic Institute Co., Cincinnati, O., Benn Pitman and Jerome Howard, managers, are vigorously pushing the Benn Pitman System of shorthand and the *Phonographic Magazine*. The certificate issued by this concern to teachers of Benn Pitman Shorthand is a guarantee of proficiency.

O. M. Powers, proprietor, Metropolitan B. C., Chicago, and publisher of commercial school books and supplies, dropped into THE JOURNAL office recently on his annual Eastern pilgrimage. By getting up good books at the start and establishing his business on a solid foundation, Mr. Powers with his able assistant, J. A. Lyons, has pushed the Powers' publications into hundreds of schools in the west and he obtained a strong foothold in the east. Mr. Powers is a strong man and a credit to the profession.

Pat Thought They Were Homeless.

Our genial friend, Charles M. Miller, of Packard's Business College, New York, tells a good story at the expense of a musical association of Mt. Vernon, N. Y. Mr. Miller's home.

Mr. Miller and several other members of the association were holding a business meeting recently and it developed into a "protracted" meeting. Various propositions and motions were discussed, debated, argued and disputed, and no conclusion reached. No headway had been made, and the end was not in sight. As the town clock chimed out midnight it awoke the Hibernian janitor of the building, who poked his head in the door and saw no move toward adjournment. With a "ten-o'clock and-not-a-head-broke-yet" expression of disgust on his face he asked, "Have none of yez any homes?" This was a moving remark, and a motion to adjourn was immediately put and carried.

Albany, N.Y., 12-4-'97.
James Rollinson,
202 Broadway,
Gentlemen—The Penman's
Art Journal is always original
and unique in its ideas and
this latest scheme of "Three
Hundred Ten Copies" is only
another evidence of its untiring
devotion to the welfare of teacher
and student alike.
Yours truly,
J. E. Bartow

Packard's Fortieth Commencement.

Under the caption, "Ready for Business Life," the *New York Tribune* gives a good account of the commencement exercises of Packard's Business College on May 19:

The commencement exercises of Packard's Business College were held last night in Carnegie Music Hall, and the fortieth anniversary of the college was celebrated at the same time. The hall was beautifully decorated with American flags, bunting, palms and flowers, and every seat in the large auditorium and the galleries was occupied long before the exercises began.

The programme was a long one, but of so entertaining a character that all kept their seats, with few exceptions, until it was ended. It included addresses by General Stewart L. Woodford, Minister to Spain; Bishop Potter, Charles Bulkley Hubbell and Mr. Packard; the awarding of the diplomas and music by the American Symphony Orchestra.

In his introductory remarks, Mr. Packard said that he had tried to estimate the number of people in the audience who were forty years old, but that he knew there were not many. Continuing, he said:

"It would detract much from the joy and dignity of this occasion were it to be viewed simply as the recognition of a business enterprise, however prosperous. And while I am proud to feel that it has been and is a business enterprise, I have in your presence and approval the assurance that it is something more. If, therefore, as I have the right to assert, I stand before you as a business man—above and beyond this, permit me to stand here as a schoolmaster; for of this I am mostly proud. If in all coming time I should have a higher designation, let it shall be known that in this calling I have not wholly failed, my highest personal ambition will be met."

Seventy-three students were graduated from the School of Business, and fifty-six from the School of Stenography, and they were a proud and happy lot of youths and maidens as they received their diplomas.

Bishop Potter's address was listened to with much interest. Among other things he said:

"I predict that in less than fifty years every university in the country will have a business department where students can be instructed in the methods of business life. Had I followed my first desires, I would have embraced a commercial career, but a higher voice called me to other fields of labor. As it was, the three years which I spent in the country in the work of a commercial house were certainly of much value to me in after life."

Toward the close of his address Bishop Potter referred to the presence of General Woodford, and there was much applause. He said that the General had behaved nobly in a most trying period, and when he (the Bishop) said this, those of every person in the hall. (Applause.) "I wonder," he added, "if we would have kept our tempers under such trying circumstances?"

Charles Bulkley Hubbell, president of the Board of Education, then made an address. He declared that perseverance was the essential of success, and that there was no such word as fail. He told a story of an old colored man who informed his master that he had seen a rabbit run up a tree when just about to be caught by a pack of hounds.

"Why, a rabbit can't run up a tree, Moses," replied the dandy's master.

"Deed he could, boss," affirmed the dandy; "he had to get away from de dogs."

When General Woodford was introduced the applause was so prolonged that it was several minutes before he could begin his address. Everybody apparently expected him to say something about the war, or at least tell of his experiences in Madrid, but he did neither. He talked in a fatherly manner to the graduates, giving them much useful and sound advice. He was applauded again and again at its close. Even after he had resumed his seat the applause continued, and the General bowed his acknowledgments.

MAY MEETING.

New York Commercial Teachers' Association.

At the May meeting of the New York Commercial Teachers' Association held May 7th in the rooms of Packard B. C., 101 East 23rd St., Melvil Dewey, Secretary of the New York State Board of Regents, addressed the association and gave its members quite an insight into the object and workings of the new law governing private schools in New York State. He stated that the object of the law was to supervise all private schools, and that when the bill was drawn business colleges were not in the mind of the law makers at all, but that soon after the adoption of the law the business colleges woke up and made more fuss than all the other private schools combined. He said that it was unfortunate that the matter was brought to the attention of business school proprietors so abruptly and under such discouraging circumstances. Had the business school proprietors been approached diplomatically and the matter presented in its proper light, they would have all (at least the better class of schools) been in favor of it, and would have cooperated with the Board of Regents in carrying out the provisions of the law. As it is, those who have honestly tried to carry out the provisions of this law have been won over to the side of the regents almost without exception. Mr. Dewey said the object of the State Board of Regents was to help the business schools, elevate them in the eyes of the community at large, make their courses of study more thorough and comprehensive, if possible, and to eliminate those schools that were improperly conducted. Mr. Dewey paid a high tribute to the business man and to the business educator, and so convincingly did he present the matter that he won over practically all the members to his way of thinking. The president was authorized to appoint a committee to confer with the State Board of Regents looking toward securing their assistance in the supervision of business schools of the State. The committee appointed was S. S. Packard, New York; C. C. Gaines, Poughkeepsie, N. Y.; C. Claghorn, Brooklyn; A. S. Osborn, Rochester; Chas. M. Miller, New York. After conferring with the State Board of Regents and seeing if some practicable plan can be found for State supervision, a plan that will be satisfactory to both regents and schools, the committee will re-

port to the association, when definite, final action will be taken.

It was voted to hold the final meeting of the present year on Thursday evening, June 10th, at Clark's restaurant 23rd St. A special committee consisting of W. E. Drake, Jersey City, N. J., C. S. Walworth and F. H. Ruscoe, New York, has the matter in charge. This final meeting will take the form of a dinner, and it is expected to be a most enjoyable event. Members are entitled to bring friends by notifying Mr. Drake, chairman, and remitting in advance \$1, the cost per plate, to Mr. Drake.

The committee on Philadelphia excursion reported that the trip would occur on Saturday, May 28th, leaving New York at 8 A. M. and returning the same evening. A report of this trip will be found in another column.

Philadelphia Excursion of New York Commercial Teachers' Association.

On Saturday morning, May 28, a jolly party boarded the 8 o'clock Royal Blue Line Express, at Jersey City, for Philadelphia. This was the New York delegation of the New York Commercial Teachers' Association on their excursion to the Quaker City to visit the Bourse and the Philadelphia Commercial Museums. The invitation had been extended by Dr. Wilson, the Director of the Museums, through Mr. J. P. Byrne of Peirce School, to the members of the New York Commercial Teachers' Association, and those members residing in and around Philadelphia as well as the Faculty of Peirce School, ably seconded this invitation. The result was a good representation of members from New York and Brooklyn, with delegations from Poughkeepsie, Wilmington, Trenton, Norristown, Baltimore and other places.

The party reached Philadelphia at 10.30 a.m. and were met by Mr. Byrne and Mr. Rider, who, together with Mr. Miller of New York, made up the special committee in charge of the excursion arrangements. The members proceeded at once to the Bourse, where a very interesting talk was given on the object and workings of this unique institution by Secretary Albrecht. A tour of the building was then made and the various departments of work inspected, after which as jolly a party as ever sat down to lunch in the Bourse restaurant partook of a dainty repast. After lunch the party visited Carpenter's Hall, the birthplace of American independence, and then proceeded to the serious work of the afternoon—a thorough inspection of that unique institution, the Philadelphia Commercial Museums. The magnitude and scope of the work of this institution; the thousands upon thousands of examples of raw and manufactured products of foreign countries systematically arranged; the system of cataloguing, indexing and filing information in regard to foreign markets, and the broad and deeply laid plans for future work served as eye openers for the commercial teachers. Those already interested in Commercial Geography found here a practical application of its principles, and also found a vast storehouse of information upon which they were invited to draw in the future by special invitation of Dr. Wilson. The association was most cordially received by Dr. Wilson, who devoted his whole afternoon to explaining in detail the exhibits, the plan and work of the institution. In fact, nothing was left undone by the committee in charge, or those having the management of the institutions visited, to make the trip not only enjoyable, but instructive as well. Commercial Geography is a coming topic in the broader business education, and no teacher of this subject should fail to get in touch with the Philadelphia Museums, and absorb from them a great amount of information and inspiration sure to be had through this connection.

After inspection of the Museums, the party scattered, some returning directly home and others to visit the parks and places of interest in and around Philadelphia. All who participated in the excursion voted it a success, and returned to their homes and schools inspired to better work along broader lines.

THE LARGEST PUBLIC COMMERCIAL HIGH SCHOOL.

A Visit by the Editor to the Brooklyn Boys' High School.



This topic is receiving more attention from, and being discussed by, commercial school proprietors and teachers than the growth of public commercial high schools. At every meeting of commercial teachers the question is asked, What effect will these public commercial schools have on the private business colleges? and the subject is often found on the programmes of these gatherings for formal discussions.

In order to get some definite and first-hand information THE JOURNAL editor determined to visit the largest public commercial high school in this country—the Boys' High School, Brooklyn, where he was received with great courtesy by the Principal, Dr. John Mickleborough.

The building in which the work mainly is carried on is a magnificent structure, with a handsome exterior and commodious but poorly arranged interior. It is located at the corner of Putnam and Marcy Avenues. This building was erected in 1891, and with the annex at the corner of Bedford and Jefferson Avenues serves as a home for the four departments of the institution—Classical, Liberal, Scientific and Commercial. But it is with the Commercial department alone that this article has to do.

In 1881, to meet the demand for commercial training, this department was established by Dr. R. F. Leighton, then the principal of the high school. The principals who succeeded him—Mr. Calvin Patterson, Mr. A. S. McAllister and Mr. Jno. Mickleborough—have all appreciated the value of the department, and have each contributed to its growth, but the controlling force that has planned the work, mapped out the courses of study (so far as the Board of Education limits would permit), selected the teachers, text-books and equipments—in a word, the one person responsible for the remarkably successful development of the department

little of him during the stirring speeches which preceded the casting of the ballots, but during the storm of applause which followed the presentation of his name I observed him pass by the entrance to the building apparently unmoved by this spontaneous evidence of esteem and affection. This quiet self-control arose, not from lack of appreciation, but from a sense of sympathy for those less fortunate than himself.

It is true that a piece of ice may be broken by the force of a sledge hammer, but it requires a sunbeam to melt it. The philosophy of Mr. Dempsey's character was transmuted into concentrated sunbeams. No mean thought or unholy motive ever crossed his mind or heart, and I never heard from his lips a word that might not have been uttered in the presence of the purest woman in the world.

The tendrils of love and loyalty stretch out from his last resting-place to hundreds of hearts who mourn his loss, tenderly reminding them that "they build too low who build beneath the stars."

The following words from the lips of William Winter, spoken in memory of George William Curtis, show the thoughts of one who knew Mr. Dempsey and loved him:

When summer days are long and lonely,
While autumn sunshine seems to weep,
While midnight hours are bleak, and only
The stars and clouds their vigils keep,
All gentle thoughts that live shall moan him,
And fond regrets forever follow him,
For he is happier, having known him,
And heaven is sweeter for his sake.

E. M. BARBER.

New York, May 24, 1898.

Fresh Business Literature.

—The *School Visitor* is the title of a bright little publication devoted to the interests of the schools of Canadian County, Oklahoma. It is edited and published by the enterprising county superintendent, H. H. Kollogg, at El Reno.

—"Strictly Business" is the title of a well written and well printed booklet issued by S. G. Snell, Snell's B. C., Turro, Nova Scotia.

—The year book of the Bradford, Pa., B. C., Jos. L. Leming, principal, is a well illustrated and handsomely printed volume, showing to good advantage the claims for patronage of this well-known institution:

—A unique piece of advertising is the "L. R. C. C. March," by D. T. Miles, published by the Little Rock, Ark., C. C. The cover design, notation, etc., as well as composition, is the work of Mr. Miles.

—The Spencerian B. C., Cleveland, O., is keeping up its reputation for good advertising with its college journal. It is a good one and contains much selected matter helpful to students.

—In the Pittsburgh, Pa., Academy Quarterly we find several well executed illustrations, initials, etc., from the pen of our friend, R. G. Laird, penman of that institution. Mr. Laird does some excellent work in this line.

—THE JOURNAL has on occasion several times in the past few years to the eminent President C. C. Gaines, Eastman Business College, Poughkeepsie, N. Y., on his style of advertising. Mr. Gaines has further strengthened our good opinion of his knowledge of what constitutes good advertising by two recent publications. One is entitled "Directories of Business Men who attend Eastman Business College—A Record and not a Prospectus." This is a paper bound volume of 576 pages containing the names of more than seven thousand of the students and graduates of Eastman College. These names are arranged in states, counties and countries alphabetically, and the majority of the former students have a few words of commendation for Eastman College. The compilation and publication of such a volume involves enormous labor and expense, but it is worth it in the long run, and we think it is by far the best single piece of advertising we have ever seen. The other is a book of 180 pages, pastedboard covers, containing copies of five famous lectures delivered before the students of Eastman College. These lectures furnish excellent reading, and of course the supposition is that any school engaging such lecturing talent, must be a good one. This makes the volume good advertising.

—In a cover of white with gold side stamp comes the 80 page catalogue of the Galveston, Texas, Bus. Uni., J. F. Smith, Pres. and A. D. Taylor, Secretary. This catalogue is handsomely printed in two colors on very heavy plate paper, is well arranged and nicely illustrated. It is a splendid piece of work and reflects credit on Mr. Smith. The college journal from the same school is a very pretty piece of work, and contains some elegant writing of our friend, A. D. Taylor. The envelope enclosing this batch of printed matter was addressed by Mr. Taylor, and is as fine an example of script work as we have had an opportunity to examine in a long time.

—In the 108-page catalogue of the John B. Stetson University, De Land, Fla., the Business and Shorthand Department, W. W. Fry, Director, and G. W. Cowart, Assistant, are given due prominence. This catalogue mirrors a well equipped school with an endowment of \$300,000.

—The cover of the catalogue of the Silver Bow C. C., Butte, Mont., E. C. Glenn, Prin. and Prop., is printed in red, white and blue, taking advantage of the present war excitement.

—The Minnesota School of Bus., Minneapolis, Minn., Rickard & Gruman, Props., issues a neat advertisement on the cover of which is the title and question: "After Commencement—What?" The circular is an address to the graduates of public schools.

—Interesting publications have been received from Berea, Ky., Coll. of Bus., Pa., C. C.; Barnes' B. C., St. Louis, Mo.; and Boye, Ill., B. C.

—College journals have come from the following institutions: Red River Valley Univ., Wahpeton, N. D.; Chestnutwood's B. C., Santa Cruz, Cal.; No. Ill. Nor. School, Dixon, Ill.; Union B. C., Quincy, Ill.; Superior, Ind.; Superior, Wis.; Vories, C.; Indianapolis, Ind.; Atlanta, Ga.; B. C.; Stanberry, Mo., Nor. Coll.

—Eagan's School of Bus., Hoboken, N. J., John J. Eagan, Prop., sends out *Eagan's Business Educator*, a model college journal. It is well edited and printed.

—In *Printers Ink* for May 18, Charles Austin Bates says: "The Hartford, Conn., B. C. is one of the best advertised business schools in the country. The newspaper ads. are not only suggestive, but instructive, and its catalogue is a worthy supplement to the advertising. The advertisement which appeared in the *Connecticut Farmer* as an advertisement addressed to farmer boys cannot well be improved upon." E. H. Morse, Prop., has sent us copies of the *Connecticut Farmer* containing these advertisements. They are splendidly worded and contain many good points in setting, but it strikes us that the printer has not equaled Mr. Morse in his part of it.

—The new catalogue of Sadler's B. & S. B. C., Baltimore, is a beauty. It is nicely printed on calendered paper and the illustrations are of a high order.

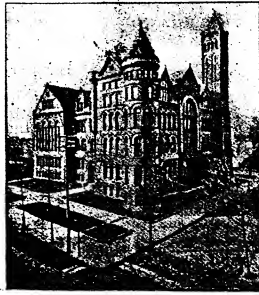
—The Wisconsin Bus. Uni., La Crosse, Wis., F. J. Toland, prin. and prop., is sending out a neat catalogue. The half-tone cuts show interior views and portraits of scores of successful graduates. The cover is printed in black and gold on green enameled paper.

is Mr. Wm. E. Doggett, the head teacher, who took charge of the commercial work of the school in 1885.

Three or four years after the establishment of the department the course was lengthened from one year to two years. The department has grown from a handful of students and one teacher in 1885 to its present enrollment of 572 students, with seventeen teachers.

In addition to the rooms for general use there are thirty-three rooms for recitations and class work for the use of the four departments. Of this number the commercial department occupies fifteen. In addition the commercial students use the library with its 5,000 to 6,000 books, the auditorium with opera chair seating capacity of 1,032, the lecture rooms, laboratories, coat and toilet rooms, etc. These rooms have every modern convenience.

In 1895, chiefly through the active efforts of the chairman of the committee of the Boys' High School, Col. John Y. Culyer, the Board of Education adopted a new course of study which was a radical departure from the



BOYS' HIGH SCHOOL, BROOKLYN.

one which had been in operation for some time, in so much as it made the commercial studies prominent and all others secondary. Since these changes were made the department has increased in numbers over 50 per cent., and the demand for the services of its graduates has increased in like proportion.

So great has been the growth of this department that two new teachers have been added recently, and the building known as old Number Three has been pressed into service to accommodate the overflow. Six rooms in this building are used.

The course of study presented herewith, Mr. Doggett wished us to understand, was not his ideal, but a course made to fit the various conditions which had to be met.

Course of Study.

	PERIODS.*	
	1st Term.	2d Term.
FIRST YEAR.		
German.....	4	4
English and Bus. Forms.....	4	3
B-keeping.....	2	5
Penmanship.....	4	3
Phonog. or Alg.....	4	3
Arithmetic.....	5	3
Physiology & Hygiene.....	0	3
Drawing.....	2	2
SECOND YEAR.		
German.....	3	3
English.....	3	3
Physics, 1st term; Chem., 2d.....	3	3
Am. Hist. & Civics.....	3	0
Phonog. or Com. Geo.....	2	2
B-keeping.....	5	2
Com. Law.....	2	2
Penmanship.....	2	1
Arith. & Mensuration.....	0	4
Typewriting.....	0	3
Drawing.....	2	2
Elocution.....	0	1

*By "periods" is meant the number of recitations each week.

All the pupils take the same course (including Book-keeping and Shorthand) the first year, but at the beginning of the second year they have an option.

The age of students is between fifteen and eighteen. Promotions from grammar grades are made twice a year, and the increasing percentage of students electing a commercial course has necessitated the recent enlargements and gives evidence of the growing popularity of commercial training in general and of the commercial department of the Brooklyn Boys' High School in particular.

In the typewriting department thirty-five machines are used—Remington, Smith and Densmore. The Penin system of shorthand is taught. The policy of the management has been to engage as teachers, specialists who have had experience both in business and in teaching in commercial schools.

Students remain in class rooms and teachers pass from one room to another.

In every room visited we found the best of order and students enthusiastic workers.

Several old friends of THE JOURNAL are among

The Faculty.

Mr. W. E. Doggett, Head Teacher, Accounting and Commercial Law.

Teachers engaged in the commercial department exclusively: Mr. W. A. Huntley, English; Mr. Howard

Keeler, Penmanship; Mr. F. W. Grube, German; Mr. Chas. T. Brace, German; Mr. Chas. W. Beadle, English; Mr. M. J. Goldsmith, Arithmetic; Mr. James Jenkins, Arithmetic; Mr. A. J. Scarborough, Penmanship and Bookkeeping; Mr. Thos. J. Callanan, Bookkeeping; Mr. H. O. Bernhardt, Phonography; Mr. P. B. Gibson, Phonography, Bookkeeping and Typewriting; Mr. J. S. Roberts, English and Business Forms; Mr. H. T. Buttrick, Commercial Law. Teachers engaged partly in the commercial department and partly in the academic departments: Dr. A. H. Hale, Lecturer on Physics and Chemistry; Dr. Jerome L. Walker, Lecturer on Physiology and Hygiene; Mr. B. B. Balch, American History and Civics; Mr. Tracy E. Clark, Physiology; Mr. Chas. E. Spaulding, Physics and Chemistry; Mr. Erastus Palmer, English and Elocution; Mr. R. J. Pattison, Freehand Drawing; Mr. R. W. Allen, Mechanical Drawing.

Lunch rooms, where coffee, tea, milk, sandwiches, etc., are served, are connected with both buildings.

The teachers, buildings, equipments and course of study are all that could be desired, with the exception that for the present but little attention can be given to business practice work owing to the lack of room.

We came away impressed with the thorough work, the sincerity and enthusiasm of Mr. Doggett and all of the teachers connected with the commercial department of the Brooklyn Boys' High School.

WHO FIRST TAUGHT MOVEMENT?

An Account of the Life and Labors of James Henry Lewis, Writing Master.



COMPILED BY H. PARTRIDGE, BIRMINGHAM, ENGLAND.

AN article in THE JOURNAL in 1894, which stated that there was nothing new under the sun, and gave Jos. Carstairs credit for being the inventor and first teacher of forearm movement writing, attracted the attention of H. Partridge, Birmingham, England, a JOURNAL subscriber.

Mr. Partridge wrote to THE JOURNAL, calling our attention to what we now remember reading of several years ago—a very bitterly fought discussion between James Henry Lewis and J. Carstairs as to who was entitled to the credit for having invented and first taught forearm movement writing.



JAMES HENRY LEWIS. (FROM PHOTOGRAPH OF ORIGINAL PAINTING IN POSSESSION OF HIS SON, A. L. LEWIS.)

By request, Mr. Partridge undertook the work of securing for THE JOURNAL full and authentic particulars about Lewis and Carstairs, and especially anything bearing on this controversy. The following quotation from a letter written by Mr. Partridge to THE JOURNAL will give some idea of the difficulties he encountered:

"I have had great difficulty in getting information about Lewis, through not knowing to what quarter to apply and having no clew to any of his relations. I wrote to the editors of several papers, but they knew nothing about him. A scrap of the *Stroud Journal* lay on the desk, and it at once occurred to me that the editor might know something of Lewis, as he came from Ebley, near Stroud. I wrote to the editor and he referred me to Mrs. Smart, 77 Northgate street, Gloucester, who, he said, would give me the information, which she did.

"Mrs. Smart referred me to his son, A. L. Lewis, 54 Highbury Hill, London, who furnished me with more information. I also wrote to the editor of *The Times*, and obtained information from various sources.

"The photograph I am sending I obtained from Mr. A. L. Lewis, and the original advertising circular sent

herewith is very rare. I have copies of the original editions of both Lewis' and Carstairs' books. Carstairs was a pupil of Lewis, and never thought of issuing a book on writing until long after Lewis' book was on the market. But a full account of all this will be found in the MS. I am sending you herewith."

We think that the facts presented in this and articles to follow will demonstrate that not only Carstairs but many of the early (and some more recent ones) teachers of writing in America have copied the exercises and methods of James Henry Lewis, who introduced both ninety years ago.

Biography.

James Henry Lewis was born at Kings Stanley, near Stroud, Gloucestershire, England, on 20th August, 1786. He was educated at private schools in the neighborhood. His father, James Lewis, was a cloth manufacturer at Ebley Mills, and built the large house attached thereto, in which he and his family lived. He had six sons and three daughters.

James Henry Lewis devoted himself to perfecting and teaching writing, shorthand, bookkeeping and arithmetic from a very early period of his life till its close. He traveled and taught his System of Writing, Shorthand, etc. He died at Graveend, 13 Nov., 1853, and was buried in Kensal Green Cemetery.

His tomb bears the following inscription:

In Affectionate Remembrance of James Henry Lewis, Author of

An Historical Account of Shorthand, and Inventor, and for many years Teacher of the System of Shorthand which bears his name.

(To be continued.)

Teachers and Methods.

Figures.

PENMAN'S ART JOURNAL:

There are two figures among the copies in the February JOURNAL, given first by Mr. Kelchner and repeated by Mr. Pierce, to which I feel duty bound to take exceptions. I refer to the form of the "cipher" and the "two," respectively.

It has been my privilege to examine the work of thousands of clerks and accountants in the largest banks and wholesale houses in New York City, and I doubt if five out of a hundred writers, on an average, use the styles presented in those copies. Furthermore, most teachers of penmanship both use and teach the same cumbersome forms.



E. M. BARBER.

Now I should like to have somebody explain to me in particular and the profession in general why the lower part of the figure *two* should be made with a loop after the manner of the conventional copy-book, when ninety-five per cent. of the persons who use figures most do not use that style.

Then again that grotesque "goose egg" *cipher* is another fossil that being dead knoweth it not. The best accountants invariably make this figure as nearly round as possible and not over one-half the height of the other figures. And when you come to think of it, is there not something ludicrous about spending so much time making *nothing*?

The figure *five* is frequently made by rapid writers with neither loop nor angular joining at the center, but I do not urge this point at present, though there are good reasons for teaching that style to advanced students.

Figures should be *business-like*, and any one who has had much contact with business must have been long since convinced that the conventional copy-book forms of the figures herein specified do not present that appearance.

Let us get down to *business*, and not continue to perpetuate things that are senseless simply and solely because they happen to bear the hereditary ear-marks of antiquity.

Packard's Business College, New York.

PENMAN'S ART JOURNAL:

There seems to be a strong sentiment among commercial teachers for a longer and improved commercial course. In opening a department of "Teachers and Methods," THE JOURNAL is taking a step in the right direction—toward improving the commercial teacher and "As the teacher so the school," the desired improvements are sure to follow.

The commercial teacher is progressive, but outside of penmanship he has been hampered for a medium in which to exchange ideas and methods on the other branches taught. THE JOURNAL offers the medium, and I feel sure it will be used.

As the patronage of commercial schools, with but very few exceptions, is confined to local territory a comprehensive course of study, with a uniform grade of efficiency for graduation, would be a benefit to all concerned. Business men would then have a standard by which to judge graduates and their qualifications, but as it is to-day, being a graduate from this or that "Business College," does not impress the business man as it should!

We have reached the point where all personal jealousies should be laid aside, and by organization and united efforts place the commercial school on a plane second to none in special training.

Yours truly,

Print, Bliss Business College, Biddeford, Me.

Pennmanship and Drawing For Public and Graded Schools.

A Needed Reform.



GOOD writing depends upon several things, the most important of which is pretty generally conceded to be the proper action or movement of certain muscles. And this movement depends upon a certain position of the body, arm and hand.

We very naturally and properly, therefore, begin our instruction in writing with position. I say naturally and properly. Theoretically it is so, but fifteen years of experience convinces me that we have been trying to rear a valuable structure on the sand, inasmuch as the conditions are such that the position we deem proper cannot be taken by the average pupil owing to the abominable manner in which our school rooms are seated. The very short, little girl must dangle her feet an inch or two above the floor and raise her elbows almost level with her shoulders to get her arms on the desk, while the tall, overgrown boy must curl his legs up like a tailor and hump over his desk to get in range with his work.



W. H. CARRIER.

No wonder pupils have weak eyes, curved spines and round shoulders! The wonder is, rather, that there are any exceptions.

It is folly to lay all these ills at the door of slanting writing or to anything else, in fact, but to the aforementioned, indescribable school desk.

But you ask what is the matter with the average school desk? At least three things. First, it is too narrow. The pupil cannot write on the bottom line of a copy book or sheet of paper and keep his arm far enough on the desk to get a proper arm rest. Second, neither the desk nor the seat is made to conform to the height or size of the pupil. And last but not least, the desks do not slope enough.

Recent investigations and experiments have convinced me that much of the difficulty in teaching writing is due to this fact. The teacher says straighten up or you will become round shouldered. Nature says the page or plane on which you read or write should be at right angles to the vision or you will strain the eye. I believe it is the effort of the pupil to conform to a law of nature that causes him to bend so low over his work. Thus is he placed between two fires, as it were; when he flees from either one he is burned by the other.

Much more might be said as to the evil results caused by the ill-constructed desks of the present day, but I hope I have said at least enough to provoke thought and investigation which will eventually lead up to reform in this matter.

W. H. Carrier

Writing Supervisor Public Schools, Adrian, Mich.

Figures.

LUCY E. KELLER, DULUTH, MINN.



BEGIN with the calligraphic drill, Group 2. Exercise 1, 2, 3. "Ready, stand! Right arm forward, straight! Bend, circle outward; ready, begin! 1, 2, 3, 4, 5, 6, 7, stop!"

Repeat with left arm, again with both arms. Correct any fault. Some will wave the hand alone; the elbow will stick out; the direction may be vertical when it should be horizontal. Some may make an acute angle at the elbow when it should be obtuse or open.

"Take chalk (short piece), pass to board, stand with back to board. Right arm forward, straight! Face!

Circle in the air! Ready, begin, 1, 2, 3, 4, 5, 6, ready, write, 1, 2, 3, 4, 5, 6, 7, stop!"

The above may have to be repeated if it is the first lesson. It is the movement that makes the figure, not the figure the movement. The motion must be continuous. Do not stop abruptly—with a jerk; keep moving. Take chalk in left hand and repeat the "right" drill. Break chalk, hand, circle outward and follow commands as with circles appear on board, one made with left, one with right, simultaneously.



It is not necessary to tell the class beforehand what to do or make. A disciplined public school class of children, trained in physical culture, will obey unhesitatingly any command. If they are told to make the indirect tracing oval they will pick it at and fail to get the proper swing, depending on sight instead of touch. With a certain movement a certain figure will be produced, even if the eyes are shut. Count as fast as you can, then the eye will not follow the end of the chalk.

Make the circle as large as is possible for the individual arm; the body is stationary. An eight year old will probably make it twelve inches in diameter.

All stand back while the teacher rapidly makes a figure 3 for each pupil. These 3's are immense, one filling all the space, say about two or three feet in height. The teacher then illustrates the tracing, beginning with the dot magnified, "down, up." Always make a down stroke first, then the upstroke, back, | | | | |, then around the body of "3."

"With the right hand begin tracing over and over your figure until I tell you to stop." "Faster, quick, just as fast as you can!"

Some are slowly and painfully trying to keep on the track. Take the length of the crayon, make a "broad gray line" as in drawing lesson. Some do not begin with the "down, up" stroke. The teacher will find it necessary to guide each hand and explain the "down, up" stroke. When the 3's are small it looks like a dot and makes a strong 3.

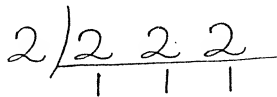
Many will stop abruptly at the end of 3, and climb slowly up to the beginning. That is wrong. Keep moving. Swing off from the end.

Chalk in left hand, trace over same 3 with the left. Erase down, gathering the dust. Write very fast, small 3's, filling space, never stopping. Dance along, counting 1, 2, 3, accent on third count, giving a little upward fling on the end. Nothing helps here but guiding hands and counting at the time. The motion makes the figure.

Illustrate 2's like 3's. 7 and 9 have a continuous motion downward, but 1 ends short and blunt on the base line.

When on 2's take both hands and write 22 at the same time. Hit the board with both pieces of chalk at once for the dot, then swing into the figure. Do not look at the left hand. If let alone it is always inclined to do as the right does. Try both hands on each figure, but 4 is easiest of all. The rhythm must be perfect or it can't be done.

"Take a piece of crayon in each hand, write '222' with the right, the left hand place a vertical line at left end, the right join a horizontal line, the left write the divisor '2,' the right hand place the answer '111.'"



In addition of numbers the left hand easily draws the line — from right to left

After the blackboard lessons give a figure drill on paper, but the trouble seems not to be with single figures so much as with the whole arrangement of the arithmetic paper. Let the teacher plan a page of number work, then dictate to the class every step. She must keep this up until all understand "just how."

Do not use staff-ruled. Use the ordinary paper with one base line for number work, even in the A first grade.

While at the board try drawing squares with diagonals, using left and right together and alternate.

Use the left hand whenever convenient.

She Didn't Attend a Business School.

"If it were not for the women who have bank accounts," said a paying teller last week, "the routine of banking business would be deadly dull. Whenever clerks from different banks come together one unfulfilling source of amusement is the recital of what women have been doing in the banking business. For instance, several days ago a woman went into the office of the Hamilton Trust Company in Brooklyn and asked:

"Is Mr. Hamilton here?"

"No, madam," said the clerk, who remembered her as a woman who had started an account the week previous.

"Where is he?" asked the woman.

"I don't know, madam. Mr. Alexander Hamilton is dead, you know."

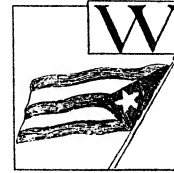
"I didn't know it," said the woman. "Oh, dear, I'm so sorry. Now, how on earth am I to get my money?" and before the clerk could explain she rushed out."—N. Y. Sun.

Hints on Drawing.

No. 3.

BY A. C. WEBB, NASHVILLE, TENN.

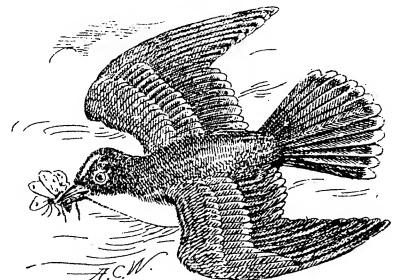
A Morning Bird Talk.



WHEN a boy at school I used to read in my McGuffey's reader the story of the Kingbird and how he would attack and drive away from his nest the hawks, crows and even the eagle. To my mind he was a great hero, and I confess that I still have a great respect for him. I remember how I often wished I

could see this bird, who would so fearlessly defend his home against all comers.

There was a little dark-colored bird with a white breast which I knew well, and which we boys called the bee martin on account of his fondness for those industrious insects. I had often seen this noisy, chattering fellow launch himself into the air from the top limb of an apple tree, and swiftly pursue and overtake the slow-flying crow. I had seen him pounce down upon the back of the poor old crow again and again like a bouncing ball until he had driven him half a mile away. He would then come sailing back to his apple-tree, where he would chatter to his mate on her nest for half an hour, bragging about how he did it and how he would take care of her and the children while he had eyes to see and wings to pursue. I thought that the bee martin must be akin to the kingbird I had read about, but I did not know until I was grown that the bird I knew so well was the real king himself. The kingbird is about seven inches long. His head and back are black, his throat and breast pure white. His black tail feathers are trimmed with white, and in the centre of his crown is a narrow stripe of bright red which only shows when he is excited. His scientific name is *Tyrannus*, meaning tyrant, but I do



BY A. C. WEBB, ILLUSTRATING HIS ACCOMPANYING ARTICLE ON DRAWING.

not think he should be called a tyrant, for he is not quarrelsome, nor does he molest other birds when he first arrives from the South. It is only when he has a nest with eggs or young birds to protect that he shows his true fighting spirit. Then he is in a constant war with the hawks, crows, jays and blackbirds which come near his nest. He is the protector of the farmers' poultry, for no egg-stealing crow or sharp taloned hawk can get within a quarter of a mile of where this sharp-eyed watchman is on guard. When he sees one coming he flies to meet him, and, diving upon the head and back of his foe, he makes the feathers fly until his enemy is so tormented that he is glad to retreat.

The nest is usually built in an apple or pear tree, if near a house, but is often built in other trees in the edge of the woods. The eggs are white, speckled with spots of brown. The young of most birds are nearly always of a duller color than their parents, but the little kings (princes I guess we should call them) are as bright the first season as they ever become.

You may often see perched on a branch near an opening in the woods or on some mullein stalk in the pasture one of these birds on the lookout for his dinner. He is a true sportsman, always taking his game on the wing. He darts after a passing insect, and the snap of his bill like the closing of a watchcase tells us that one more insect has come to an untimely end. Hundreds of injurious insects are destroyed by one of these birds daily, and while it is true that he sometimes gets a bee, yet the good he does greatly overbalances the loss of the few bees which get caught in this flying trap.

For my part I honor this little bird for his love for his young, and his disregard of danger in their defense, and also for his peaceful behavior when no danger threatens—a quality which people might well imitate.

(To be continued.)

Excessive Movement Practice.

PENMAN'S ART JOURNAL:

A Hobby is the production of an individual mind, and when a brain has created its pet, look out for the forthcoming fanatic. I say fanatic, as it is convenient and probably the most forcible term to use in this connection. While employing this term, it is not because I have any contempt for it. The fanatic seems to be necessary in most vocations.



C. N. CHANDLER.

Without him, individuality would be almost unknown. In the educational field, we are able to discover an occasional individual—one whose brilliancy is dazzling, and we are ready to laud him for having done something, though he may keep everlastingly at that something, to the detriment of many older and better things. He makes his hobby his all, and naturally he has his followers, who will add an extra touch, until soon we wonder where it originated. As a teacher, I appear before my classes the first morning of the school year, and see before me a solid mass, and I wonder where the individuals are. They soon develop, and as a boy comes forth with his views clearly expressed, in my mind I say he will be a leader—I can depend upon him.

We must have the leaders or competition will not exist, and enthusiasm cannot even be hoped for. I am an admirer of the person who is willing to step out and give to the public an occasional idea—an idea that has in it something we can borrow and thereby broaden our knowledge and add to our stock in trade.

A good thing once given to an eager public, without restriction, is always like the willing horse, run to death. With the average young teacher, this is eminently true and noticeable. If he be an energetic person, he is always on the lookout for the good things—he scans the publications devoted to his special line of work: he attends conventions, and absorbs the best to be found; advances an occasional thought himself, and thus the profession is advanced and improved.

The fanatic is the one who falls in love with something, and eventually makes it his hobby, which he rides to death in the conscious belief that it will lead him to renown.

Among the teachers of penmanship we have our fanatics—men whom we have learned to admire for their good deeds and enthusiasm. We are forced to respect the young teacher who is ambitious and willing to lend a hand to his less fortunate brother. The teacher of penmanship has a broad field of opportunities. The chance for becoming popular is grand. His usefulness is limited only by the amount of ambition he commands. If his work is of high order, the columns of our papers are always open to him, and his work is sought by the publishers.

Here is the critical point. The editor of a paper sees in the young man's work a spark of individuality, and accordingly offers him an opportunity to give the subscribers some of the results of his genius. The invitation is accepted and the copy prepared. In the selection of exercises and letters, the giving of something new is the first thought entertained. Old and tried copies are considered and cast aside. Finally, not being able to originate anything entirely new, the old form is used for the foundation and a superstructure is erected, and we have the new invention which is to revolutionize the subject of writing. In due time his work appears in print. He receives letters of praise and he soon believes his copy the best, and gives it to his pupils first, last and all the time, to the exclusion of nearly all others.

This is the reason we find so many young people who can make running exercises with ease and precision, but make a complete failure of sentence or body writing. I believe the most tortured and generally abused exercise now in use is the compact, extended oval. We see it in all manner of contortions—dumb-bells, watches and chains, buzz saws, crocodiles, log cabins, etc., etc. The pupil is required to spend hours and hours at such practice, and after it is all done he has nothing of benefit, save, possibly, a little more freedom in his movement. His ability to form a letter or word has not been improved in the least. By practice on movement exercises, the pupil's desire for practical work is lessened. He soon grows to consider plain writing a drudgery. In the solid movements there is no incentive for firmness and character in lines. One poorly made line is immediately covered and hidden from view by a dozen others. I believe such practice has a tendency to lessen rather than stimulate the ambition of the pupil.

*Three Hundred Copies
is indeed a most generous gift
to the cause of
Rapid Business Writing*

Sincerely,

G. W. Harman

BY G. W. HARMAN, MARION, O., BUS. COLL.

I am an advocate of, and a believer in, ease of movement in business writing, but I do not think more of movement than I do of form and strength. In a lesson of forty minutes, not more than ten should be devoted to movement drills. These drills should consist principally of exercises of plain letters, both capital and small. The open oval afford a better opportunity than any other for the development of accuracy. Three or four capitals, forming natural combinations, should comprise a large part of exercise work, as it will naturally encourage the pupil to combine initials. Very few lessons should be given without a sentence or business form. Such work develops endurance and tends to strengthen self-confidence in the pupil.

While the great majority of our teachers of penmanship are doing excellent work and obtaining good results, I believe some of them go to the extreme with their movement practice.

We are more firmly convinced that our most prominent teachers of business writing indulge in Excessive Movement Practice, as we examine their work, as it appears in print from month to month. In many instances an entire page will be devoted to solid tracing work, with instruction to practice it for hours at a time. The pupil is thus led to believe his success in penmanship lies alone in his ability to make these exercises. But we do not have to consult the papers to find such work. It is carried to a much greater excess by the teacher in his daily class work. I have had the privilege and pleasure of seeing some of the results acquired along this line. In one instance I found suspended on the wall dozens of pages beautifully embellished in colored inks, innumerable designs made entirely with the solid oval. All of this was pleasing to the eye, and convinced me that the teacher in charge has influence and ability, which, if extended in a different direction, would be more beneficial to the pupil. This teacher encourages such practice by offering prizes to pupils reaching the highest degree of proficiency in the execution of movements, thus diverting the attention from the work which should be given the boy to better his chances in the business world.

These teachers who indulge in this kind of work will defend their methods by holding up as example a few good writers among their pupils, but the many will be found loose, weak writers. It would hardly be possible to have a class of a hundred boys and not find, say ten or twelve, gifted with talent which can readily be developed. These are the ones placed in prominence and held out as living examples of the wonderful things wrought by the much cherished and tortured oval exercise.

While all this has been accomplished, what has become of

the other eighty-eight or ninety? They have been plodding along, hopelessly drifting, they knew not where, but vainly hoping to be carried into the possession of a good handwriting, only to be disappointed in the end.

The average time spent by a pupil in the Business College is about five months. During that time he receives from thirty to fifty minutes drill on penmanship per day, and it should be made the most profitable period on his programme. He should be shown the importance of a good style of writing. He should understand at the outset that success in bookkeeping without a rapid, legible handwriting, is impossible. His work should be planned to suit his individual needs. If his hand is clumsy, arrange a few simple movements, comprised of some of the simple small letters, gradually leading him into the construction of easy words. For the capital letters, it is difficult to find anything better for movement practice than the letter itself. Then why devote days and months to the making of things in which there is not the least semblance of a letter?

All things considered, the teaching of to-day is far below the standard of work done by the masters during the lives of Father Spencer, Lusk and Williams. Their success was marvelous and their names will be carried on and on, from generation to generation, all because they taught writing as it should be written. But few, if any, solid exercises were employed by these successful veterans, and their pupils were always enthusiastic.

We are told that Father Spencer would appear before his class, and placing a capital letter on the blackboard, would introduce it to his pupils as he would present a prominent person to an audience. He would do this so skillfully that the duller intellect would be thoroughly awakened to the beauties of the letter. By this method he created in his pupils the desire to excel, which is the secret to any teacher's success.

The sooner we dispense with about four-fifths of the non-sensical things called movement exercises, the better it will be for the young men and women entrusted to our care for the acquirement of a style of penmanship that will add to their resources for earning an honest living.

C. N. Chandler

Athenaeum, Chicago.

New York Apr 28 1875

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MEETING OF THE ASSISTANT SUPERINTENDENTS OF THE METROPOLITAN LIFE INSURANCE CO. BROOKLYN-EAST. HELD THURSDAY, APRIL 12, 1894. WHEREAS, Our Superintendent, Wm. J. O'Reilly, having been called to other fields of labor, we desire to express our regret at his departure from us. WHEREAS, We recognize in our Superintendent a kind and true friend, a genial, pleasant associate and a wise counselor. RESOLVED, That we take this manner of showing our appreciation of his worthy traits of character, and to tender him our heartfelt thanks for the many acts of kindness he has bestowed upon us. RESOLVED, That our earnest wishes for the future of our Superintendent and associate be that of prosperity, health, and happiness. RESOLVED, That these resolutions be presented to the Society in token of our kind remembrance.

F. O'Sullivan, Wm. W. Newberger, Berthold Koide, Miss Clark, J. Kennedy, C. C. Mackery, O. S. Bennett, H. A. Babcock, A. Bauer.

BY W. E. DENNIS, ILLUSTRATING HIS ACCOMPANYING ARTICLE ON "ENGROSSING."



No. 6.

THE specimen of engrossing herewith, was executed on light gray bristol board, the color of the brush effects a greenish gray, which is obtained by mixing Sepia, Payne's Gray and a trifle Chrome Green, which make a very beautiful tint for brush work. So much



W. E. DENNIS.

might be said about mixing water colors, and the endless variety of tints and shades obtained by different combinations, that it is impossible to go into particulars. Engrossing is getting to be so much of a fine art now that the penman who aspires to excel in this line should procure some work on water color painting and get some idea of colors. Of course, it is not expected that one should become a

special water color artist, as that in itself is a life work, but any one who has a taste for artistic engrossing, designing, etc., can, by looking over some treatise occasionally, acquire a general knowledge of colors which will be of considerable importance in this work. After laying out a design similar to the one given in this lesson, work up the lettering with waterproof ink—that is, where there are any brush effects to be used. The script was done with ordinary India ink, as the water-

proof is very difficult to write with. Chinese White is used in putting on the finishing touches. As has been stated before, the half-tone engraving used in reproducing these resolutions fails to show delicate water-color tinting.

If there is any great desire for the continuation of these articles more will follow, but on the other hand, if this series fills the want for the present, this will be the concluding one.



No. 6.

SCRAP Book Specimen—materials necessary: Inks; Gold, Green, Pink and Brown. Enlarge twice the size of cut. The size of center piece is 1 1/4 x 4 1/4 inches. Outside lines made with medium stub pen and Gold ink, heavy lines with Pink ink and No. 1 Non-Shading Pen. Next outline scrolls at end, using Gold ink.

Next draw outside circle 3 1/4 inches in diameter, using compass and small pointed "Auto" pen and Grass Green ink. Sprinkle with fine diamond dust. Make smaller circle in same manner. The two inner circles with Pink ink, wavy lines with Gold ink. Tint center piece, using pastel crayon—yel-

low preferred; then put in your name, using No. 1 Shading Pen and Black ink. Tint circle as above, and finish lettering with "O Pen" and Green ink, except "of the," which make with Gold ink.

Lord's Prayer Design.

Pens necessary—Marking, No. 1; Shading, 0, 1, 4, 5 and No. 6 Special.

Inks—Black, Purple, Pink, Brown, Dark Green, Grass Green, Yellow, Orange and Gold.

Size of original 16 x 21. First rule border above size with pencil, very lightly. Next lay out design. Cut is one quarter size of original.

"Our Father" and "And the Glory Forever," made with No. 1 Marking and Black ink, filling around letters with Gold ink.

"W" Dark Green and No. 1 Shading, balance of line "Who Art in Heaven," etc., with Bright Yellow ink.

"Thy will," etc., "Temptation" and "Evil," all made with No. 1 Shading and Dark Green ink.

"Give us," etc., 0 Shading, Black ink.

"Debts" and "Our Debtors" with No. 5 Pen and Pink and Brown ink respectively.

"Forgive us our as we forgive," 0 Pen, Orange ink.

"Lead us not into but deliver us from," Purple ink, 0 Pen.

"Thy Kingdom come," "and," "for" and "Thine is the kingdom," etc., with No. 4 Pen and Black, Grass Green, Purple and Pink ink respectively. "Amen," No. 6 Special Pen and Brown ink. All scroll work done with Grass Green ink and No. 1 Pen. Gold ink is used for circles and dots between words, as between "Who" and "art."

The panels are tinted with pastel crayon, beginning with a Pink, Orange and Yellow. Pulverize your crayon, apply with cotton or chamolis stump.

Outline of panels with Gold ink. Rubber eraser will remove all crayon outside panel.

Don't try to copy scrolls too much; let it be free-and-easy movement when making same.

We have had at the expense of \$5 a negative taken of this design, full size.

To any one wishing it, we will send a blue print upon receipt of 25 cents in stamps to cover cost of blue print, paper, postage, mailing tube, etc.

We are somewhat afraid to make the above offer, but it is about the only way the design can be produced at a small expense.

The design worked up neat and carefully is a neat one, and in the various styles of lettering you will find "food" for months to come.

Let us hear your desires as to future lessons, help wants, etc.

Next month's lesson will be lettering on silk. You will need Gold, White and Pink Ink, and No. 1 Marking Pen.

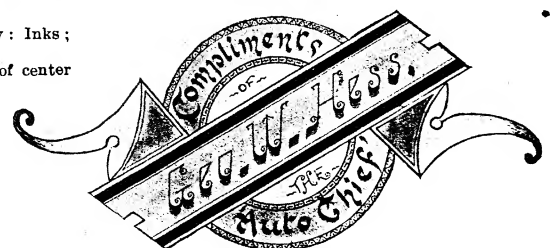


Advantages of Association.

FROM A PAPER BY W. J. KINSLEY READ BEFORE THE EASTERN TEACHERS' ASSOCIATION AT HARTFORD, NOV. 27, 1897.

Associations of this kind have many advantages and no disadvantages. They show us that we are not near so smart as we thought we were, and that our neighbor is a great deal smarter. They show us that our course of study, our rooms, our advertising—in fact, all of the things we cherish most and rate higher than other schools, are not perfect. And best of all, they show where these weak spots are and how to remedy them.

They educate the public to value business schools as they should be valued. We want to correct the impression that prevails in some quarters that going through a business college is in reality the business college pro-



BY G. W. HESS, ILLUSTRATING HIS ACCOMPANYING LESSON IN AUTOMATIC LETTERING.

prietor "going through" the student and parent. The average American business man (and I suppose he is not different in this land of wooden nutmegs) too often imagines that business schools are so anxious for the almighty dollar that they are as bad as the Irish member of Parliament represented the English business men to be when he said that if one of them were to be cast away on a desert island it wouldn't be a day until he had his hands in the pockets of the naked savages.

An organization of this kind will dignify and elevate commercial education in the estimation of the public. It will enable us to attract their attention, and to furnish us something substantial and worthy with which to do it. By association we build up the cause of commercial education. We learn our weak points and how to remedy them. It gives us *corps d'esprit*. It brings us shoulder to shoulder for united, concerted action and for a steady onward march.

It improves methods. No teacher or proprietor is so mean as to keep back any good point he has, and the result is that our best methods in all departments of our work become the common property of all. The cockles of our hearts are warmed by these interchanges of ideas—"heart to heart talks," as it were—and we pour out our best ideas freely and the result at each meeting is a symposium worth paying hundreds of dollars for and worth coming hundreds of miles to hear.

It enables proprietors and teachers to meet their fellows, and in this intercourse our ideas are enlarged, our horizon broadened. We discover that that other fellow in a neighboring town (competitor of ours) who said such mean things in his last catalogue doesn't have horns and a tail. In fact he isn't such a bad sort of chap at all. We learn to be more tolerant of other people and their ideas, and in this way the chances are that we quit fighting each other and go to fighting the common enemy. It was a celebrated son of the "ould sod," in a speech in behalf of toleration, who said: "One man is as good as another—and a great deal better!"

The social features of these gatherings is not to be overlooked. Friendships are formed and business arrangements made that could be brought about in no other way. Commercial teachers should know each other better, and associations like this serve to introduce them under the best advantages. I usually have enough fun at a gathering of this kind to pay me many times over for coming.

Reforms Needed.

Many reforms in our work are needed. These reforms can be best instituted and carried out by such associations as this.

The "position guaranteed" matter; the entrance requirements of students; the ability at graduation; the character and ability of proprietors and teachers at all times are topics for discussion.

First, should we take anything and everything that comes to us in the form of a student? Should we not consider how we can best benefit him rather than how his dollars can best benefit us? Should we, or should we not, make our schools able to give complete, broad business education rather than the merely technical training given by the majority of the business schools at present?

Should or should not commercial school proprietors and teachers have had some practical business experience and a good business education before they take up business teaching? Or should the business teacher of the future be, as are many of the business teachers of to-day, teaching students to teach other students to teach more students—all many generations removed from touching elbows with the business world?

That we need to reform our courses of study in English is evidenced by the poor command of language shown by our students—particularly our shorthand students. Within the past year I noticed a few of the many errors in English made by stenographers. One of our own office force wrote "Introduced in a fictitious manner," instead of felicitous manner. Another omitted the "i" from the "waived" in the sentence, and wrote it: "Waved a yearly contract." Still another wrote: "Put in your awe," for oar. "Steal engraving" was meant for "steel" engraving. The new X-rays was spelled "ex-raise." "Claw-fished" for "craw-fished." "Towed the mark" for "toed the mark."

I dictated a letter to a school proprietor who wanted too much for his money in a teacher, and said: "You want a strong man on a weak salary." By spelling the word "week" it upset my meaning. A JOURNAL admirer in endeavoring to be complimentary was made to knock the props from under THE JOURNAL by the way his stenographer spelled "peer": "THE JOURNAL is without a pier." Still another made me say that the specimens under consideration were "Good, bad and indefinite," for "indifferent."

A recently ordered goods from our office, stating that B authorized us to draw on him in payment. The goods were delivered and B repudiated responsibility. It looked like a pure case of "skin game." In dictating a letter we mentioned that we didn't presume to pass



BY G. W. HESS, ILLUSTRATING HIS ACCOMPANYING LESSON IN AUTOMATIC LETTERING.

judgment on the relative veracity of the two men. The discriminating stenographer wrote it "voracity"—and we let it go at that.

We owe a debt to posterity in these matters. It was a son of Erin who asked: "Why should we trouble ourselves to benefit posterity? What has posterity done for us?"

We are nearly all reformers—if the reforms can be carried out in the other fellow's school. We are too prone to do the shouting and to let the other fellow do the work. We are on both sides of the fence at the same time, and to agree with Pat's sage remark: "What this country wants is fewer men—and I may add more of them!"

By discussion we can crystallize sentiment and see what reforms are needed and how far we can afford to remedy them. Experience is a great teacher, and those gatherings are nothing more or less than experience meetings. The best guide for the future is the light of the past. "The only way to prevent what is past is to prevent it before it happens," said a Milesian, and from the same source comes another like statement: "The best way to avoid danger is to meet it plump."

By organization we can best meet the onslaughts of those who believe only in classical education. We have no quarrel with those who advocate a full, complete, all-round training, but believe if a young man had to choose between a good business training and a half-way classical course, that he, his family and all the community will be best served by his taking a business course. It may diminish the supply of college bred restaurant waiters and space writing "literary fallers," but it will be the means of making him of the greatest use to himself, his family and humanity.

Business schools, besides being technical schools, develop brain power as well. They make sturdy, self-reliant, self-supporting, thinking citizens. Men without brains or developed brains have a hard time in this world.

To Broaden the Work.

American business colleges must be made broader, and in addition to mere technical training must educate men to be commanders in the great business army. We must turn out graduates competent to guide and direct—as do the great business schools of Europe. While we excel them in making clerks and bookkeepers, they excel us in making all-round business men. If we can absorb the best of their ideas and methods and retain all of our own strong points we will have an ideal business course—one that will enable America to be the true world what Holland has been to Europe—the great training ground for business men.

In this connection it may be of interest to know that the practical workings of the American business school technical course—the methods of teaching bookkeeping (particularly the business practice departments) has obtained sufficient recognition abroad to cause an application to come to THE JOURNAL from a large European city for a man capable of inaugurating and successfully conducting a business school on the American plan.

The thorough business training given the young men in schools and business offices in Holland makes them in demand all over Europe, and only recently the English papers sent up a plaint that the best positions in the English business offices were filled by young Dutchmen. They attribute this result solely to the superior business training of those Hollanders.

Notwithstanding the fact that the Dutch schools do not possess our superior facilities (or do not desire them) for imparting instruction in the purely technical part of a business training (bookkeeping, writing, correspondence, etc.), they educate young men who are superior business men (taken as a whole), perhaps, to any other in the world. Did they believe in and adopt our up-to-date methods, and combine these with their own solid training they would sweep the financial world, as Van Trump swept the seas, and fill all of the places worth having.

But Americans must be alert—we must do the adopting and adapting—we must get up a more eclectic course, and of necessity a longer course. We must meet the complaint that our business schools are mere clerk factories. They should be both clerk factories and business training schools in the broadest sense. We have the facilities and the ability, and we must encourage and educate the public up to a point of taking longer courses and making more thorough preparation for a business career.

Col. Parker has complained that the public schools need a goal. Business schools need a goal too. We have jumped from one thing to another to fill gaps, but have hardly as yet settled on our place in the educational and business worlds. The time has arrived when this should be done. The growth of the business schools has been marvelous. Mr. Packard, whom we all delight to honor, can remember when the business schools of America could be counted on the fingers; now their numbers run into the thousands with 12,000 teachers and an annual enrollment of 250,000 students. Surely such a rapid and vigorous growth in one generation shows a demand for these schools and presages for them a glorious future. Let us then select our goal—have it a noble one, and let us firmly resolve to place graduates of American business colleges as commanders of all of the world's great businesses.

What 300 Well-Known Penmen and Teachers Say About 300 Graded Pen Copies in Rapid Business Writing.

(Seven pages of these opinions from well-known teachers have been printed and there are many more to follow)

It will pay well, *all*, who will take the time to study and practice the course thoroughly. I am interested in having my students use them because they furnish copy of an excellent kind and an abundance of it which I have not the time to write. My students read it, and it comes in just right.

J. M. Frasher

Wheeling, W. Va., B. C.
Up to date and just what we need.

E. W. Louman

Hope, Kans.
A grand, good hit.

A. O. Mackey

Geneca, N. Y., Bus Train. Inst
I can see no reason why with this excellent new feature THE JOURNAL cannot be placed in the hands of every penmanship class and be made of great value to students and a great help to the teacher.

L. D. Wilson

Brockton, Mass., B. C.
Your plan is up to date and will be appreciated by every progressive teacher.

G. P. Kiswell

Fort Smith, Ark., C. C.
I have never seen any work on penmanship that suited me so well.

Homex O. Warren

Ashtabula, O., B. C.
Unique and practical.

W. B. Bodensheimer

Norwood, Ga., Inst.
I have long wished for just such a help in our school.

E. R. Henninget

Taunton, Mass., B. C.
I believe the "300 Pen Copies" will fill one of the greatest wants of the age.

G. W. Thong

Du Bois, Pa., B. C.
The new feature will be gladly welcomed by all progressive teachers.

M. J. Carter

West Texas Nor. and Bus. Coll., Cherokee, Texas.

The plan is of great practical value, and will be welcomed by writing teachers everywhere.

T. S. Cavell

Red River Valley University, Wahpeton, N. D.

Nothing more helpful for class or private work could have been arranged.

Wm. G. Bishop

Western Normal College, Shenandoah, Iowa.

You have indeed hit upon an excellent thing. The copies are especially rich in drills that will produce movement—the most essential thing.

E. E. Fines

Eagan's School of Business, Hoboken, N. J.

The "300 Copies" combine in an eminent degree uniqueness, usefulness and completeness. The best thing of the kind I have ever seen.

B. J. [Signature]

Jennings B. C., Nashville, Tenn.

An excellent supplementary idea which will greatly enhance the value of THE JOURNAL.

A. L. Musick

Queen City B. C., Springfield, Mo.

In advance of anything previously undertaken by any penman's publication. I am delighted with the first installments.

E. Dewormer

New Jersey B. C., Newark, N. J.

I am very much pleased with your idea of "300 Pen Copies."

J. Penrose

Augustana B. C., Rock Island, Ill.

Good recommendation from

S. C. Holt

Philadelphia, Pa.

Just the thing that the pupil needs.

H. C. Rugg

Curtiss Com'l College, Minneapolis.

You've struck a good thing.

F. L. Dyke

Berkey & Dyke's Private Bus. Sch., Cleveland, O.

You have started on the right plan to make THE JOURNAL indispensable. Business writing is what everyone needs in this age. The copies are excellent.

W. F. Parsons

Parsons Coll., Kalamazoo, Mich

Good recommendation from

T. A. Parish

Onachita B. C., Arkadelphia, Ark.

I heartily endorse the plan.

H. J. Miller

Queen City B. C., Hastings, Neb.

This "hit" leaves THE JOURNAL out of sight. I have taken the paper for twenty years.

E. W. Dix

Capital City Bus. Coll., Salt Lake City, Utah.

The scheme is well conceived, and is being admirably carried out.

Geo. Thomson

Acme B. C., Seattle, Wash.

The most thoroughly beneficial scheme ever presented in the penmanship line.

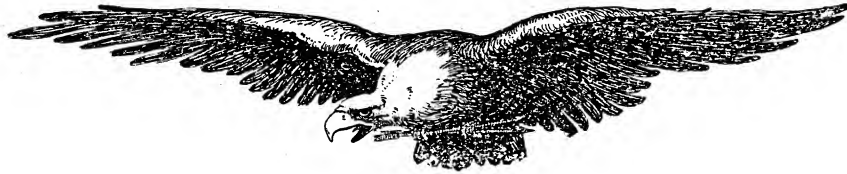
V. M. Russell

Super. of Writing and Drawing in Pub. Schs., Cambridge City, Ind.

I think your plans concerning business writing are up to date and progressive. No one knows all, and your method of having several tell about what they know about learning and doing is commendable. All in all THE JOURNAL is the most liberal champion of the profession that we have. Long may it live, prosper and progress. A big new year to its proprietors and courtiers—its subscribers.

C. J. Garner

Zanerian Art Coll., Columbus, O.



“REMEMBER THE MAINE!”

“Remember the Maine” is the slogan of this war. The signal flags (in colors) represented by the little copyrighted cuts on this page when hoisted at a ship’s yard arm read in the nautical code common to all maritime countries, “Remember the Maine.” They were hoisted on Dewey’s ships when he started in to blow the Spanish Asiatic Fleet out of the water. Cuts are copyrighted by Ames & Rollinson Co. All rights reserved.

We have issued a series of superb war souvenir pictures in color ranging in size from a small card to 22 x 28 in. The general design is the same. It is represented by the front page cover of this issue of The Journal. Of course a plain line plate printed without color on this kind of paper and rushed through at tremendous speed on a cylinder press cannot give more than a hint of the delicacy and beauty of the design in its finished form. Some are printed and some lithographed, in colors.

While the market is flooded with pictures of boats, portraits, etc., there is really nothing else distinctive like this picture, which groups all of our prominent leaders, together with a correct picture of the Maine, declaration of Cuban independence, spirited naval and cavalry scenes, etc. In addition to that, the signal flags, “Remember the Maine,” are printed in colors in most of these pictures and used as a remarque.

This is the greatest seller that has appeared on the streets of New York. All the stationers have them and they are being sold on all the trains, news stands, and in public places generally.

WE DIDN'T
DEW-EY
THING TO 'EM, EH?

PRINTED ON UNCLE SAM'S OWN
MANILA

Copyright, 1898, by Ames & Rollinson Co., N. Y.
No. 37.

SIZE EXACTLY AS ABOVE.

From a line comprising a large number of specialties we have selected a few which have proven the **BIGGEST WINNERS**. They are as follows:

No. 2.—Handsomely lithographed in colors on fine Bristol board 22 x 24. Price 25c. each; \$2 a dozen; \$15 a hundred. If mailed in a tube add 5c. for one copy and 3c. for each additional copy mailed in the same package. *This picture is worth \$1, but can be sold at a handsome profit as low as 25c.*

No. 5.—This is the same design printed from fine hand-etched half-tone plates onenameled card-board of the finest quality. Size 14 x 17. Price 10c. each; 90c. a dozen; \$4 a hundred. The picture gives splendid value for 25c., but may be sold as low as 10c.

We do not pretend to fix the retail price, but it may afford our friends a hint to say that we handle these goods on a very small margin and make more money than if we should charge a higher price, on account of the enormous increase in sales. As in the larger picture, the flags, including a full set of signal flags as a remarque, are in color. Postage on one copy of No. 5 is 2c., 1c. each additional for extra copies in the same tube.

No. 18.—This is the same design without the “Remember the Maine” signal flags, but has a special remarque of its own—a little picture of the battleship Maine. It is printed in one color from a hand-etched half-tone on the finest grade of heavy enameled paper. Size 9 1/4 x 12. A veritable little gem. Price 5c. each; 30c. a dozen; \$2 25 a hundred. Postage on one copy 2c. Half a cent additional for each extra copy mailed in the same tube.



NO. 37.—THE DESIGN TO THE LEFT IS OUR NO. 37.

By the time this advertisement is read, judging from the sales for the first two days after putting the tag to the left (No. 37) on the market, the sales should be around a million copies. The design is printed on manila paper with blank space at the bottom for sticking in hat band.

In addition to the enormous retail trade at one penny each, bright advertisers are using them to print on their own special matter. One of our men sold 20,000 of these tags in a little over 20 minutes after they came from the press. One boy retailed a thousand in one day. Price by express or freight, at purchaser's expense, is 50c. a hundred; 40c. a hundred for 500; 33 1/2c. a hundred for a thousand; 25c. a hundred for 5000; 20c. a hundred for 10,000. When mailed, add one cent a doz. for postage. The signal flags are beautifully printed in their proper colors—red, blue and yellow.

THE DESIGN TO THE RIGHT IS OUR NO. 47.

No. 47.—This beautiful badge printed on silk in three colors, and presenting the signal flags, “Remember the Maine,” in their natural colors, mailed postpaid for 10c.; 50c. a dozen. An American eagle pin for fastening the badge will be included for 1c. extra; 10c. a dozen.

SAMPSON PICTORIAL SOUVENIRS ALSO.

Nos. 37 and 47 are two of the hottest sellers of the campaign. A good agent should clear from \$5 to \$10 a day anywhere. We want quick, bright people to handle our specialties in every part of the U. S. Be quick about it.

Of course it is better to order all these goods in quantities so as to get the benefit of the quantity price. Goods go best by express. The prices quoted above are **NET CASH WITH ORDER** and include packing on any order amounting to not less than \$1.00. On any smaller express order add 15c. for packing. All express or freight charges to be paid by receiver.

SAVE YOUR TIME AND OURS BY REMEMBERING

- 1.—No free samples.
- 2.—Money must accompany order.

Other timed-to-the-hour novelties in preparation. For 50 cents we will send by express, at your expense, a line of samples worth \$2. Only one line to the same person. Agents wanted everywhere.

WARNING! Everybody is warned against making use of any cut or special wording that appears in connection with the Ames & Rollinson war souvenirs. Every cut used in this connection is separately copyrighted, from a plate 22 x 28 inches to an advertising plate of the same a little bigger than a postage stamp. Every catch expression is also copyrighted. All rights are reserved and the designs are not to be imitated for any purpose whatsoever under fullest penalty of the law. Address

War Department, Ames & Rollinson Co., 202 Broadway, New York.

WE DIDN'T
DEW-EY
THING TO 'EM!

Remember

THE MAINE

DEWEY DID!

EXACT SIZE.
No. 47.

"Want" Ads.

In answering advertisements avoid the non-descript, delay and make a copy by sealing and stamping the replies ready for mailing...

Situations Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU... Commercial and shorthand and typewriting branches only...

A SUCCESSFUL ALL-AROUND COMPTON

Teacher open for engagement soon. Seventeen yrs. in public and private schools. Experienced manager and expert accountant...

TEACH business practice, book-keeping, mathematics, commercial law...

TEACH business practice, book-keeping, mathematics, commercial law, and English branches...

MY SPECIALTIES are penmanship-business letters, automatic and plain and book-keeping...

GRADUATE commercial, elocution and scientific courses, with 5 years' teaching experience...

TEACHER of book-keeping, arithmetic, rapid calculation, law, correspondence, grammar, pen, algebra...

EXPERIENCED teacher of penmanship, book-keeping, commercial law, arithmetic, and English branches...

TEACHER of book-keeping, commercial arithmetic, practical business practice, literary and business correspondence...

TEACHER of full commercial course, book-keeping, arithmetic, correspondence and grammar is open for engagement...

PENMANSHIP and book-keeping are my specialties. Teach arithmetic, spelling, correspondence and business practice...

TEACH book-keeping, commercial law, arithmetic, U. S. history, Latin, grammar, rhetoric, algebra, pen, and penmanship...

MY SPECIALTY is shorthand-Graham, Benn, Pitman and Dement systems...

TEACHER of full commercial course, book-keeping, arithmetic, correspondence and grammar is open for engagement...

COMPETENT teacher of economics, social accounting, finance, account-keeping and any other branch...

TEACH book-keeping, penmanship, commercial law, business practice, arithmetic, and English branches...

TEN YEARS' teaching experience. Teach book-keeping, Graham and McKee shorthand, typewriting, penmanship, arithmetic, commercial law, correspondence, commercial geography, civit government, spelling, grammar and algebra...

BENN PITMAN SHORTHAND and typewriting are my specialties. Am prepared to teach book-keeping and all other commercial branches...

TEACHER of book-keeping, Eclectic shorthand, arithmetic and almost any other branch in the commercial course...

GRAHAM and any modification of Pitman shorthand, typewriting, business correspondence and any commercial branch...

GRADUATE high school and business college. With 2 years' experience in teaching...

SPECIALTIES are book-keeping, penmanship and all English branches. Can also teach any subject usually taught in commercial school...

TEACHER of Graham, Benn and Moran Pitman shorthand, typewriting and commercial branches is open for engagement...

TEACH Eclectic shorthand, grammar and all the commercial branches except penmanship...

TEACHER of book-keeping, Pitman shorthand, typewriting, commercial law, business arithmetic, business spelling and rapid calculation...

SITUATION.-By an old experience and successful teacher, 30 years experience. Qualifications undisputed, success guaranteed...

TEACHER of book-keeping, commercial law, penmanship shorthand, typewriting, arithmetic, reading and spelling is open for engagement...

MY SPECIALTIES are Ellis book-keeping and 20th Century shorthand. An competent to teach all of the common school branches and algebra...

SPECIALTIES are book-keeping, commercial law and business practice, arithmetic, shorthand, parliamentary law, rapid calculation and business correspondence...

TWELVE YEARS' teaching experience. Teach book-keeping, business practice, arithmetic and Eclectic shorthand...

COMPETENT teacher of Munson shorthand, book-keeping and the common English branches is open for engagement...

EXPERIENCED teacher of arithmetic penmanship, book-keeping, Dement shorthand and commercial law...

TEACHER of commercial branches, book-keeping, a literary, business writing, law, correspondence, English, etc. is open for engagement...

ENERGETIC teacher of penmanship, including pen drawing, book-keeping, business forms and customs, correspondence, commercial law, business arithmetic, etc. is open for engagement...

TEACH Isaac and Benn Pitman, Graham and Dement shorthand, typewriting, penmanship and all the branches of the public school...

MY SPECIALTIES are penmanship and drawing. Could teach book-keeping, commercial law, arithmetic, school book-keeping, etc. is open for engagement...

A FORMER business college proprietor and practical accountant of long experience wishes to connect himself with some first class business college as teacher for first year with privilege of investing in the college...

ENERGETIC young teacher of penmanship, book-keeping, commercial law, letter writing, arithmetic, etc. is open for engagement...

GRADUATE high school and business college. Who also has had special training in shorthand, is open for engagement as teacher of Isaac Pitman shorthand and penmanship...

TEACHER of elocution, penmanship, book-keeping, law and correspondence is open for engagement. Graduate law, elocution, penmanship and commercial courses...

COMPETENT teacher of penmanship, engrossing, book-keeping and Pitman shorthand advised by Education is open for engagement...

TEACHER of book-keeping, Isaac Pitman Shorthand, penmanship, commercial and English branches, etc. is open for engagement...

15 YEARS' experience teaching book-keeping and kindred subjects, penmanship drawing, mathematics. Can teach any branch in collegiate course...

Teachers Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, Commercial and shorthand and typewriting branches only...

MASS.-Shorthand and English. Lady teacher standard system shorthand. Strong all round commercial. Commercial and penmanship.

NEW YORK, PENNSYLVANIA AND NEW JERSEY. All round commercial teacher and shorthand (Graham).

VT.-Shorthand and commercial. Eclectic shorthand, penmanship and bus. branches. N. H.-McKee's shorthand and penmanship. CO. N. H.-Goodbody Shorthand, grammar and correspondence.

MASS.-Shorthand and English. Lady teacher standard system shorthand. Strong all round commercial. Commercial and penmanship.

VT.-Shorthand and commercial. Eclectic shorthand, penmanship and bus. branches. N. H.-McKee's shorthand and penmanship. CO. N. H.-Goodbody Shorthand, grammar and correspondence.

MASS.-Shorthand and English. Lady teacher standard system shorthand. Strong all round commercial. Commercial and penmanship.

MIDDLE WEST. IND.-Penmanship and drawing specialist in public schools. Experienced teacher of Pitman Shorthand. Thorougoing education. IOWA.-All round commercial teacher. Teacher of Pitman shorthand.

NORTHWEST. MONT.-Commercial teacher who can handle telegraphy. Strong all round commercial teacher. PENN.-Pitman shorthand and penmanship. PENN.-Commercial teacher, strong in penmanship. Eclectic shorthand, penmanship and book-keeping.

PACIFIC SLOPE. WASH.-First class penman and commercial teacher. Familiar with Sautter system of book-keeping. CAL.-Commercial teacher.

SOUTH. KY.-Teacher of arithmetic, grammar, Latin and commercial law. PENN.-Penmanship book-keeping and business arithmetic. VA.-Ellis book-keeping and penmanship. FLA.-Experienced young commercial and penmanship teacher.

PENMAN'S ART JOURNAL TEACHERS' BUREAU. 202 Broadway, N. Y. WANTED.-A teacher of Ellis book-keeping and 20th Century shorthand to teach in new business college. Address "20TH CENTURY," care of PENMAN'S ART JOURNAL.

WANTED.-Teacher of Sloan Durylovan shorthand. Address "SLOAN DUPLOYAN," care of PENMAN'S ART JOURNAL.

WANTED.-An all round man for Business Department of New York College. Must be good penman. Permanent position. F. E. WOOD, 5th Ave. and 125th St. New York.

Teacher Wanted!

Lady or gentleman, to travel and appoint agents. No salary. Address "Sautter," Philadelphia, Pa. Educational Department. 4-3

BUSINESS college proprietors and managers of normal schools requiring the services of competent teachers of penmanship, book-keeping, photography, penmanship, etc. will please apply to us. We have several experienced teachers in training in our college who are desirous of securing situations as teachers in commercial schools. Have several exceptionally clever men who will be ready by July 1. For further particulars address "Wanted," Principal, Central Business College, Stratford, Ontario. 5-3

Business Opportunities.

IF YOU WANT to reach penmen, commercial school proprietors advised by superiors will send you in communication with them. Possibly you have a pen, ink, penholder or something else to sell. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

WANTED.-GOOD PENMEN to travel and use my New Patent Window Sign Writing Machine. I make \$150.00 per month last year lettering windows and bill boards. In commercial schools, as prof. I will lease my machine to reliable penmen for a small part of receipts. Send for photos of machine, and list of teachers. Full instructions and price sent with the photos. No poor writers or postal cards answered. Address H. C. CARVER, Red Oak, Iowa.

Schools For Sale.

\$1500 CASH will buy a Commercial and Short-hand school in a manufacturing city of 55,000 inhabitants in New England, fully equipped to accommodate 60 pupils, and with ample stock of typewriting machines. Established 83 years and has an 10 reputation throughout the state in which it is located. Owners have the best of reasons for selling. Will be before July 1st. No possession given at once, if desired. "L.W." care of PENMAN'S ART JOURNAL.

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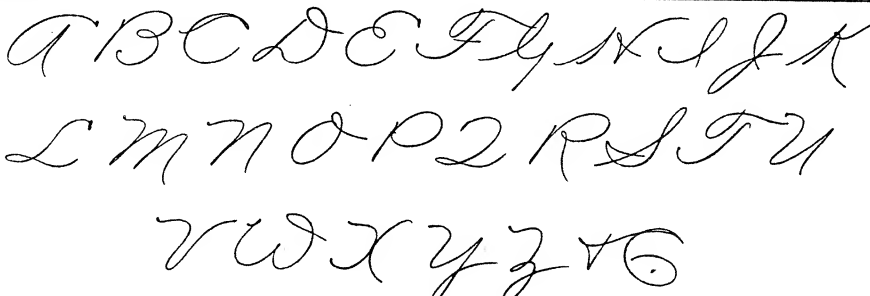
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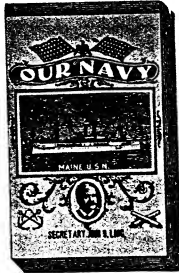


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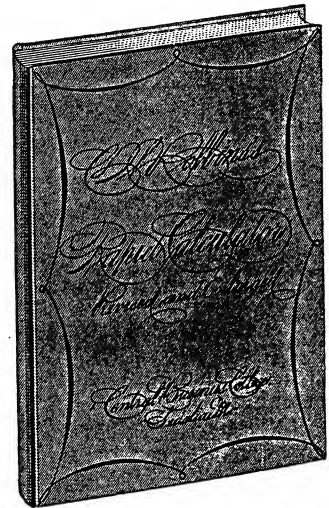
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WHAT DR. HARRIS SAID

REGARDING "THE AMERICAN SYSTEM."

In reference to the statement published in the *Report of Commissioner of Education for 1887-88*, page 927, and which reads: "THE BENN PITMAN SYSTEM IS MORE GENERALLY TAUGHT THAN ANY OTHER IN THIS COUNTRY, AND MAY BE CALLED THE AMERICAN SYSTEM." DR. HARRIS wrote in a letter to *Pernin's Monthly Stenographer* under date of April 25th, 1893, as follows:

"The clerk who had in hand the special article for the Report of 1888, in which the statement occurs regarding the American System of Phonography, was a clerk not familiar with shorthand. MY PREDECESSOR, COL. DAWSON, OR MYSELF WOULD HAVE EXPUNGED THE STATEMENT HAD WE KNOWN OF IT."

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"It will be seen in the chapter giving the statistics of instruction in Shorthand in the United States that the system mainly followed is that of Isaac Pitman."—Extract from "Shorthand Instruction," published by Bureau of Education (Washington, D. C.), 1883.
(Signed) W. T. HARRIS, Commissioner.

WHAT DID DR. HARRIS MEAN?

Mr. James E. Munson, the well-known author of phonographic text-books, wrote Dr. Harris (Dec. 15, 1894) asking him to state:

"Whether you intended by those words to convey the idea that Isaac Pitman's Tenth (11th) Edition of Phonography—the system as taught in his present text-books—is the one mainly followed in the United States, or that Pitmanic Phonography—the system of phonetic shorthand originated by Isaac Pitman, but now presented in the text-books of other authors as well as his own, notably in this country in the works of Benn Pitman, Graham, Munson, etc., is the one mainly followed in the United States."

To which Dr. Harris answered (Dec. 17, 1894):

"I hasten to reply that I used the expression *precisely in the latter sense*, and not in the former sense."

The chapter giving statistics, referred to by Dr. Harris in the first of the two foregoing quotations when analyzed, shows that in 1893 the Isaac Pitman system, as published by the English firm, was used by but 6.7% of the teachers of Phonography in the United States, while the Benn Pitman system stood at the head, and was used by 34.7%, being almost exactly as many as the next three highest systems combined—and the Isaac Pitman system was below these.

It therefore appears from the evidence adduced by Isaac Pitman & Sons that the published statement of Dr. Harris's predecessor in office is justified by the facts and that "The Benn Pitman System is more generally taught than any other in this country and may be called the American System."—(Report of Commissioner of Education for 1887-88, page 927.)

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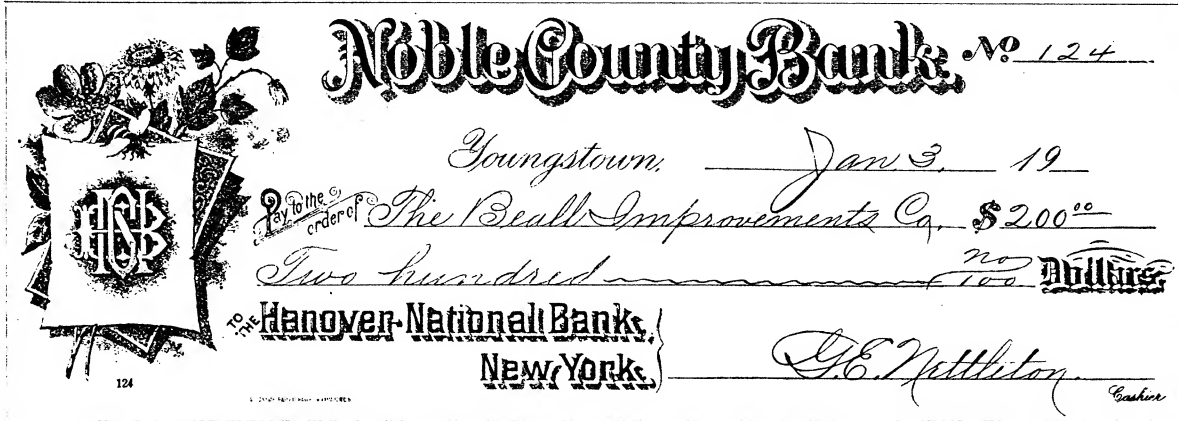
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